DOCUMENT RESUME

ED 284 375 EC 192 786

TITLE	A College Guide to Disabled Student Services in Washington State.
INSTITUTION	Washington Governor's Committee on Employment of the Handicapped, Olympia.
SPONS AGENCY	Washington State Employment Security, Olympia.
PUB DATE	Aug 86
NOTE	62p.
AVAILABLE FROM	Governor's Committee on Employment of the Handicapped, Employment Security Department, 212 Maple Park, Mail Stop: KG-11, Olympia, WA 98504-5311 (free).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Preparation; Colleges; Community Colleges; *Disabilities; Higher Education; Postsecondary Education; *State Programs; *Student Personnel Services; *Student Responsibility; *Student Rights; Vocational Schools
IDENTIFIERS	*Washington

ABSTRACT

Prepared by volunteers representing a wide range of interests and experience and including students with disabilities, this guide provides basic information about support services available to students with disabilities at public and private postsecondary education institutions in the State of Washington. The guide may also serve as a resource for family members, school counselors and others who assist students in furthering their education. The first section presents general information, discussing students' rights to appropriate education, giving basic rules for managing the transition to college life, charting effects of functional limitations in the academic setting, and providing a planning checklist for new students. Institutional profiles are presented in the second section, covering vocational-technical institutes (5), community colleges (27), and 4-year colleges and universities (16). Information is included on contact person, address, telephone, enrollment (total number and number of disabled students). Each entry also includes a brief overview of the program and its highlights. The third section presents a glossary of common characteristics of disability and types of limitations connected with each, disability law terms, and terms used in this guide. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A COLLEGE GUIDE TO DISABLED STUDENT SERVICES IN WASHINGTON STATE

ED284375

Washington State Employment Security
Governor's Committee on Employment of the Handicapped
AUGUST 1986

BEST COPY AVAILABLE

OEC 1927786

Acknowledgements

Jean Toews, *Chairperson*

Leslie David Treece-Sinclair,
Executive Secretary

Roxanne Baker, *M.S.W.*,
Program Coordinator,
Disabled Student Services,
University of Washington

Molly Phillips, *Program Coordinator,*
Governor's Committee on
Employment of the Handicapped,
Employment Security Department

Pegi Lee, *Student Intern,*
Governor's Committee on
Employment of the Handicapped,
Employment Security Department

Sandra S. Abitz,
Word Processing Supervisor,
Word Processing Center,
Employment Security Department

Public Affairs Staff
Design, Production, Typesetting,
Editing and Proof Reading

Dear Reader:

We are rapidly moving into the second half of the high-tech 80s. And now, more than ever, students with characteristics labeled disabilities are seeking access to postsecondary educational opportunities. This guide was developed to assist you in gathering information about support services available to disabled students at Washington's public and private postsecondary education institutions. As a comprehensive resource guide, this publication will also be useful to family members, school counselors and others who assist students in furthering their education.

This guide is dedicated, with thanks, to the many citizens and professionals who volunteered time and expertise to produce the project. Special thanks to Roxanne Baker, M.S.W., Program Coordinator of Disabled Student Services, University of Washington, for initiating and leading the project. Thanks also to Edna Stone-Reed, Wm. Kelly Toomey, Elizabeth Eisenhood, Judy Thurston, Lynn Versteeg and others who contributed information, skills and commitment to the project. Special appreciation is extended to the many professionals in postsecondary education for participating in the research conducted for this guide.

I encourage the use of this guide as a resource and welcome your comments and suggestions.

Sincerely,

Jean Toews, *Chairperson*
Governor's Committee on
Employment of the Handicapped

TABLE OF CONTENTS

GENERAL INFORMATION
Know Your Rights In Education 1
Federal Law *p. 1*
State Law *p. 3*
Other Approaches To Higher Education 4
College Life 4
Functional Limitations In The Academic Setting 6
Planning Checklist For New Students 7

INSTITUTION PROFILES
Vocational-Technical Institutes 9
Service Availability *p. 11*
Community Colleges 12
Service Availability *p. 22*
Four-Year Colleges And Universities 28
Service Availability *p. 35*

GLOSSARY
Common Characteristics And Limitations 39
Disability Law Terms 47
Public Law 94-142 *p. 47*
Section 504 *p. 49*
Terms Used In This Guide 52

INSTITUTIONAL INDEX 57

General Note

Authors of this guide invite all readers to share the information contained in this publication with others. Duplication of contents is permissible. Free copies of this guide are available in both print and tape format and may be obtained by contacting:

Governor's Committee on
Employment of the Handicapped
Employment Security Department
212 Maple Park, Mail Stop: KG-11
Olympia, WA 98504-5311

Voice (206) 753-1547 TDD (206) 753-7185
SCAN 234-1547 SCAN 234-7185

For those readers who wish to supplement this guide with more information, you may wish to review the Transition Brochure for Students - Services Available After High School (College/Vocational) for Students with Special Needs. This excellent and easy to understand publication is free and available by contacting:

The Parent/Community Relations Project
For All Handicapping Conditions
4160 86th Ave., SE
Mercer Island, WA 98040

(206) 233-3396.

INTRODUCTION

The purpose of this guide is to provide basic information about support services available to students with disabilities* at public and private postsecondary education institutions in Washington state. The directory is intended to be used primarily by students, but may also serve as a resource for high school and college counselors, faculty members, parents and professionals from various fields. Included is information about the range of support services available at vocational-technical schools, community colleges and four-year colleges and universities.

This guide should be used as a supplement to the research a student would ordinarily conduct prior to deciding where to pursue higher education. It includes information about specific support services for disabled students, such as testing accommodations, interpreter service and adaptive equipment. Profile information about the schools' 1984-85 disabled student population is also provided, along with a brief description of campus accessibility.

For All Readers Using This Guide

In this guide, schools are presented in alphabetical order, within three categories:

1. Vocational-Technical Schools
2. Community Colleges
3. Four-Year Colleges and Universities

For each school there is a description of specific support services offered (displayed in graph format) and a basic narrative about how and to whom the services are provided. Information about the types and numbers of disabled students attending various schools is intended to serve only as a reference point and reflects the given population in 1984-85. Each campus is described in terms of overall facility access and topography, noting hilly or flat campuses, etc.

In order to provide a broader context of information to a diverse audience, this directory includes a variety of appendices. Authors hope that users will find the Glossary Of Terms helpful, as well as the Functional Limitations Chart, which is intended to stimulate thought and discussion.

* The term *disability* as used in this directory is synonymous with the word handicap as defined in Section 504 of the Rehabilitation Act of 1973.

NOTE: Separate programs for specific disability groups are not typically offered at Washington colleges. However, the necessary support services for any disabled student are generally available upon request from a Disabled Student Services office.

Notes For Students Using This Guide

Use this guide as a supplement to other sources of information. The guide does not describe academic programs, sports, social or cultural offerings or degrees offered. Most students will find this directory of help *after* they have screened a particular school, based on academic or other training programs, geographic location and factors such as tuition, fees and financial aid.

Remember that support services exist at a school because of demand. Support services for an individual student with a particular disability may be available by arrangement. Most schools have some services in place, then provide other services on an individual basis. If you require accommodations, discuss them fully with the disabled services coordinator(s) at the school(s) of your choice.

Remember that all individuals are unique. It can't be assumed that each school listed in this directory can meet all the needs of every disabled student. What can work for one particular student may or may not work for another. An individual's characteristics, needs and interests might be an excellent match at some schools, but likely will not be perfectly matched at all schools.

Authors made every attempt to research all public and private postsecondary education institutions in Washington, recognizing that this publication may preclude new schools and some private institutions that do not participate in associations such as the Washington Association of Postsecondary Educators of the Disabled. Representation by a school in this guide is voluntary and the guide is not intended to be exclusionary.

Be aware that all schools in this directory will eventually change. Remember that improvements in building access, for example, may be scheduled for next year or in the future. Any school you are interested in deserves exploration on your part. Use the categories in this guide to gather more information.

If you still rely upon your parents for financial support, be sure to investigate all of the services available to you. While most services are provided at no cost, some will require payment.

Notes For Parents, Counselors And Professional Staff Using This Guide

Parents

Be sure to include your son or daughter when using this guide and when making arrangements for disabled student services.

You will need other tools besides this guide in order to find a school that meets the needs of your son or daughter.

Encourage the total use of the Planning Checklist For New Students. It can help to educate the prospective student on the steps necessary to prepare for advanced schooling.

Recognize that now is the time for your son or daughter to think about taking on more responsibility and becoming independent.

High School Counselors

Remember to double-check the plans made by prospective college students with disabilities to ensure they are taking into account all the factors they should consider. College is a new experience to them and they may not know which are the right questions to ask.

Support the student with whom you work in considering a higher education. Don't underestimate your role in changing self-limiting expectations.

Disabled Student Services Staff

The information contained in this directory can be used in three ways:

1. As a referral source for two-year school staff who wish to refer students to four-year schools.
2. As a resource guide to other schools which have more complex programs or services in an area with which you are unfamiliar or inexperienced.
3. As data for budget planning. If you would like to influence your dean or director to fund a new service or piece of equipment, it is helpful to know how many other schools already have such funding.

How This Guide Was Developed

History

This guide has been prepared by volunteers serving with the Governor's Committee on Employment of the Handicapped (GCEH), and sponsored by the Washington State Employment Security Department. Volunteers contributing to the project represented a wide range of interests and experience, including students with disabilities, coordinators of Disabled Student Services offices at postsecondary education institutions and members and friends of the GCEH.

This project is based on the results of a 1984-85 survey of disabled student services, conducted by the GCEH. The survey was pursued partly in response to concerns of disabled college students regarding the varied level of support services available at public institutions. Students noted the lack of consistent services provided on a statewide basis. This guide summarizes much of the information gathered in the survey process.

Information Gathering

In April 1984, GCEH volunteers began meeting on the survey project. By August, a survey was distributed to the coordinators of Disabled Student Services offices statewide. In the spring of 1985, volunteers gathered and compiled information about the schools. In the summer of 1985, this guide was submitted to the Employment Security Department for technical assistance, printing and distribution. A copy of the survey may be obtained by contacting the Governor's Committee on Employment of the Handicapped.

The survey was sent to 48 postsecondary institutions in the state of Washington. These included five vocational-technical institutes, 27 community colleges, 6 four-year colleges and universities and ten private colleges and universities. There was a 100% return on the surveys.

NOTE: The information listed about each school was provided by the institution itself. The directory authors cannot absolutely guarantee that all information is accurate, particularly in relationship to an individual's needs. Students are strongly encouraged to connect with the contact person identified at the school(s) under consideration.

Summary Of Public Law 94-142 And Section 504

We have summarized the basic provisions of these laws below to give you an idea of the differences between the laws and to help the prospective student prepare for college.

Public Law 94-142 is an affirmative action law. It states several requirements for the school district - positive actions which must be taken to ensure that the handicapped child is treated appropriately.

Section 504 is a nondiscrimination law. It states regulations which must be followed by the college, so that no qualified handicapped student is discriminated against on the basis of handicap.

Section 504
Rehabilitation Act of 1973

Subpart E of Section 504 relates to postsecondary vocational education, community colleges, colleges and universities which receive federal financial assistance. With regard to colleges, it states: "No qualified handicapped* student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education programs or activity..."

* NOTE: The term *handicapped* is utilized here because it is the term used in state and federal law. The term disabled is used elsewhere in this directory.

Definitions of the terms in Section 504 can be found in the Glossary.

Program accessibility is perhaps the most important term in Section 504. A college is accessible when it provides equal opportunity to persons of disability in each of its programs, activities and services, when viewed in its entirety. It is important to emphasize that achieving program accessibility does not necessarily require the alteration or construction of facilities. Section 504 does not require that existing facilities immediately be made accessible; it requires that *programs* be accessible. A school need not establish a totally barrier-free environment; physical barriers may exist so long as these barriers do not hinder the full participation of disabled persons in each program or activity when it is viewed in its entirety. Alternatives to structural changes include providing auxiliary aids (such as interpreters, notetakers, taped books, etc.), redesign of equipment, reassignment of classes or other services to accessible buildings and use of an assistant to perform certain tasks. However, when readjustments such as these are not appropriate or sufficient, construction or alteration of facilities may be necessary for compliance with Section 504.

Section 504 prohibits not only those practices which are overtly discriminatory, but also those that have the effect of discriminating. Equal opportunity, not merely equal treatment, is essential to the elimination of discrimination. To be equally effective, an aid, benefit or service need not produce the same result or level of achievement for disabled and non-disabled persons; it must allow equal opportunities to achieve equal results or to gain equivalent benefits and reach the same level of achievement.

Section 504 requires providing aid, benefits or services *in the most integrated setting appropriate.* Students with disabilities should be given the opportunity to participate in programs or activities that are not separate or different. Each individual should be allowed to participate in existing programs or activities to the extent that he or she is capable and desires to do so.

Admission

Section 504 mandates that colleges cannot deny admission to a qualified applicant because of handicap. They may not apply limitations upon the number or proportion of handicapped persons admitted. They may not make use of any admissions test or criteria which has a disproportionate, adverse effect on handicapped persons, unless those tests have been validated as predictors of success in the education program and other tests are not available. Colleges may not make preadmission inquiries regarding handicap but, after admission, may make inquiries on a confidential basis about handicaps that require accommodation.

When making an inquiry about handicaps, the college must state clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide it will not subject the applicant to any adverse treatment and that it will be used only in accordance with Section 504.

NOTE: Students who require services from the Disabled Student Service office are strongly encouraged to notify the DSS office at the time of applying for college.

Programs And Activities

Colleges may not exclude any qualified student with a handicap from any course, course of study, or other part of its education program or activity. Programs and activities must be operated in the most integrated setting appropriate.

Modifications To Academic Requirements

Modifications must be made to academic requirements to ensure that no discrimination takes place. These modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the degree and adaptation of the manner in which specific courses are conducted. The college must take care not to set up rules which might limit the participation of students with handicaps, such as prohibiting tape recorders in classrooms or dog guides in campus buildings.

Examinations

Course examinations must provide methods of evaluating the achievement of students with handicaps so that the exam represents the student's achievement in the course, rather than reflecting the student's sensory, manual or speaking skills.

Auxiliary Aids

The college must provide auxiliary aids such as taped texts, interpreters, readers in libraries, classroom equipment adapted for those with limited manual dexterity and other similar services. (Colleges need not supply attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.)

Housing

Housing provided to students with handicaps must be comparable, convenient and accessible, and at the same cost of housing provided to other students. Housing should be of sufficient quantity and variety so that the choice of living accommodations available to students with handicaps is, as a whole, comparable to that of non-handicapped students.

Financial Aid

Financial aid shall be provided to students with handicaps as provided to non-handicapped students. If a college has a student employment program, the employment opportunities shall be made available to students with handicaps in a nondiscriminatory manner.

Athletics Programs And Activities

Physical education and athletics programs and activities may not discriminate on the basis of handicap. Colleges shall provide to qualified students with handicaps an equal opportunity for participation in these activities.

Counseling And Placement

Counseling and placement services are also covered. Such services may not counsel qualified students with handicaps toward more restrictive career objectives than non-handicapped students with similar interests and abilities.

Social Organizations

A college which provides significant assistance to fraternities, sororities or similar organizations shall make certain that membership practices of such organizations do not permit discrimination.

Public Law 94-142
Education for All Handicapped Children Act

The regulations which implement P.L. 94-142 include provisions which are designed to:

- Ensure that all handicapped[2] children have available to them a free appropriate public education;
- Ensure that the rights of handicapped children and their parents are protected;
- Assist states and localities to provide for the education of handicapped children; and
- Assess and assure the effectiveness of efforts to educate such children.

Definition of these terms can be found in the Appendix.

P.L. 94-142 affects children from ages 3 to 21, or until high school graduation, whichever comes first. It demands appropriate notice of one's rights and of the procedures which are used by the school district. Confidentiality is required and parents have the right to review the student's records and have them explained. Every student who is eligible for special education is entitled to an IEP, a comprehensive Individualized Education Program. An IEP is developed in a team meeting with parent participation. The IEP must be in written form and must outline the student's special needs, as well as plans and procedures for meeting those needs. Each student must be appropriately placed. There is also a right to due process - that is, a mediation or hearing if one side or the other disagrees with the arrangement.

Revised Code of Washington 49.60 And Washington State's Law Against Discrimination

RCW 49.60.010 defines the state of Washington's power to provide for the protection of its citizens from discrimination because of the presence of any sensory, mental or physical handicap. RCW 49.60.030 defines the declaration of a citizen's rights and entitlements under the law. Both laws assure students of disability equality in education in the state of Washington.

Washington Administrative Code

WAC 162.28.030. The Washington Administrative Code is an implementing tool of the Revised Code. As outlined in RCW 49.60.030 section (b): The right to the full enjoyment of any of the accommodations, advantages, facilities or privileges, of any place of public resort, accommodation, assemblage or amusement..."

WAC 162.28.030 states: "Schools are places of public accommodation." As defined in law, schools are places of public accommodation and are mandated by law to provide equal accommodation to all people. This also includes parents and anyone interested in the operation and usage of the facility.

More Information

We encourage students, parents, high school counselors and others to read these laws for themselves and to discuss them with persons knowledgable in the field. For more information on colleges and Section 504, contact:

WAPED (Washington Association of Post-secondary Educators of the Disabled)
c/o Disabled Student Services (PB-07)
University of Washington
Seattle, WA 98195
(206) 543-8924 (Voice/TTY)

An excellent resource for information concerning P.L. 94-142 and state laws on special education is:

Parent/Community Relations Project
For All Handicapping Conditions
4160 86th Ave., SE
Mercer Island, WA 98040
(206) 233-3396

Other Approaches To Higher Education

Many schools offer students the opportunity to achieve an education outside the regular classroom setting. It may be appropriate to consider and investigate other types of learning for credit, such as the following:

- *Credit for prior learning (also known as external credit).*

May involve extensive writing and review of academic work by a committee.

- *Credit for volunteer or paid internship or practicum experiences.*

Usually related directly to academic or training objectives.

- *Credit for individual contracts (also known as independent study at some schools).*

At some schools, advanced students are permitted to have an individual contract with a faculty member. Such contracts typically have very specific goals and parameters, and may or may not involve on-campus work beyond attending faculty conferences.

- *Credit through correspondence courses (also known as independent study or distance learning at some schools).*

Usually offered by the faculty members who also teach the classes on campus. Students are generally allowed to accomplish the goals of the course over an extended period of time.

- Credit through televised courses.

As technology advances, it may be expected that postsecondary education institutions will have the capacity and resources to offer courses through teleconferencing or other methods. For a student who is limited by distance, it may be worthwhile to explore the existing technological capacities of a school under consideration.

College Life

For many people, the transition from high school to college involves significant change. New students will probably find that college and college life is much different from the typical high school experience. Returning students may find that balancing family, work and school activities can be a major challenge. For a student with a disability, the challenge is perhaps even greater.

Regardless of your status as a student, either returning after several years or going directly to college from high school, there are at least three basic rules to consider:

Rule #1 - Take Responsibility For Your Own Independence

Attending college or a training program always involves taking responsibility for your own achievement. While a variety of support services are available to assist students, the individual is primarily responsible for making it all work. Parents and students familiar with the special support services available in public high schools should be aware that those services may not be available at the postsecondary education level. It may be helpful to review the section on law in this guide which further explains this important concept.

Students with disabilities may find that support services are centralized at one school and decentralized at another. For example, a Disabled Student Services office on a small campus may provide or coordinate a range of services, such as issuing permits for reserved disabled parking, arranging interpreter services and use of adaptive equipment. Another college may have decentralized services, where the student is expected to contact separate offices in different locations.

Independence also includes recognizing limitations and asking for help when it is needed. Using support services can increase an individual's independence. In order to provide services for a disabled student, the office must be approached by the student. This contact includes voluntarily making your needs known in a confidential setting. If you are uncertain of your needs in a college setting, you should arrange for a conference with a staff member of the Disabled Student Services office.

Most disabled students prefer to be treated like other students. By achieving maximum independence, you will enhance your chances of equal treatment.

Rule #2 - Plan Ahead To Allow Time For Research, Visits And Applications

Planning ahead will help students achieve their academic, personal and career goals. Students with disabilities who need support services will find that advance planning is a key factor in having their needs met. Planning ahead includes:

- Obtaining a copy of the catalog for each school in which you're interested. The catalog gives you information about admissions requirements, course offerings and available support services. (This information is subject to change.) The quality of a school depends on many factors: courses offered, ratio of faculty to students, background of faculty, quality of library and accreditation. Look for information about these aspects in the catalog.
- Contacting a Disabled Student Services office at least one quarter (three months) prior to registering for classes. Early contact will enable you and the coordinator to match your needs to support services.
- If you wish to apply for financial aid, contact the financial aid office at the school one year in advance to receive information and forms and to begin the application process. In addition to tuition, calculate the following fees as well: room, board, books, personal expenses, transportation and fees for disability-related services.
- Arrange for your housing and transportation several months in advance, particularly if you have special needs.
- Prepare a schedule for yourself to research schools and specific academic programs, to plan and arrange for visits and to initiate applications.
- Contact campus disability groups to help further assess the quality of services and the responsiveness of the school.

Rule #3 - Follow Through On Your Plans And Responsibilities

- Communicate with the Disabled Student Services Coordinator and make specific arrangements for services. In some cases, a student may be required to provide documentation of disability to be eligible for services.
- Visit the campus early - as soon as you register and certainly a few weeks prior to the first day of class. Before the need arises, locate services and facilities you will have to access, such as the library, student union, classrooms, food services, restrooms, parking lots and equipment repair services.

REMEMBER: Independence doesn't mean doing everything for yourself, rather it means being responsible for getting something done.

Frequent Functional Limitations In An Academic Setting

	Blind Or Low Vision Students	Deaf Or Hard Of Hearing Students	Students With Hidden Or Invisible Disability *(bad back, heart condition, chronic pain, etc.)*	Students With Learning Disability
Auditory Intake	☐	Most	Some	Some
Classroom Discussions	☐	Most	Some	Some
Exams	Some	Some	Some	Some
Communication With Instructors	Some	Most	Some	Some
Field Trips	Most	Some	Some	Some
Internships And Field Placements	Some	Some	Some	Some
Language Labs And Foreign Language	Some	Most	Some	Some
Library Research	Most	Some	Some	Some
Notetaking	Most	Most	Some	Some
Reading	Most	☐	Some	Some
Science Labs And Shops	Some	Some	Some	Some
Seating	Some	Most	Some	Some
Term Papers	Most	☐	Some	Some
Visual Intake	Most	☐	Some	Some

	Students With Limited Manual Dexterity	Students With Mental Or Emotional Disability	Mobility-Limited Students *(wheelchair users, cane, etc.)*	Students With Speech Limitations
Auditory Intake	☐	☐	☐	☐
Classroom Discussions	☐	Some	☐	Most
Exams	Some	Some	☐	Some
Communication With Instructors	☐	Some	Some	Most
Field Trips	Some	☐	Most	☐
Internships And Field Placements	Some	Some	Some	Some
Language Labs And Foreign Language	☐	☐	☐	Most
Library Research	Some	☐	Some	☐
Notetaking	Some	Some	☐	☐
Reading	Some	Some	☐	☐
Science Labs And Shops	Most	☐	Most	Some
Seating	Some	☐	Most	☐
Term Papers	Some	Some	☐	☐
Visual Intake	☐	☐	☐	☐

Most = Functional Limitation In Most Cases
Some = Functional Limitation In Some Cases
☐ = No Particular Functional Limitation

Planning Checklist For New Students

Mark the following dates and deadlines on a large calendar.

What To Do When You Are Choosing And Applying To a School	Deadline	Date Completed
1. Obtain a copy of the catalog for each school.		
2. Contact the Disabled Student Services Coordinator or Dean of Students regarding special needs and services.		
3. Request application forms for admission from the Admissions Office.		
Gather supplemental information for the admissions application process, such as references, transcripts and other materials.		
Complete all admissions application forms, and ask a parent, teacher, counselor or other person to read over materials for neatness and accuracy.		
Mail all admissions application forms and materials by required deadline.		
4. Request financial aid application forms from the Financial Aid Office *(if needed)*.		
Gather information needed to complete financial aid application forms.		
Complete financial aid application forms and ask a parent, teacher, counselor or other person to read over the form for neatness and accuracy.		
Mail financial aid application forms by required deadline.		
5. Request student housing application forms from the Housing Office *(if needed)*.		
Gather information needed to complete housing application forms.		
Complete housing application forms and ask a parent, teacher, counselor, or other person to read over the forms for neatness and accuracy.		
Mail housing application forms by required deadline.		
6. Request information on services or programs of interest to you *(parking, sports, student services, social clubs, etc.)*.		
7. Recontact the Disabled Student Services office regarding any remaining concerns you may have about your special needs.		
8. Contact disability groups for additional insight and information.		

What To Do Once You Are Admitted To A School	Deadline	Date Completed
1. Become familiar with the campus environment. Locate buildings and services you will need to access *(library, student union, food services, restrooms, phones, etc.)*.	_____	_____
2. Determine where to go or who to contact in an emergency. If you have special needs, seek out and inform appropriate others about your needs. This advance preparation is especially important if you have medical needs.	_____	_____
3. Set up an appointment with an academic advisor to discuss your class schedule.	_____	_____
4. Go through the class registration process. *(This step is usually accomplished in person.)*	_____	_____
5. Obtain a copy of your class schedule.	_____	_____
6. Visit all buildings where your classes will be held to become familiar with locations and layout.	_____	_____
7. Visit the bookstore and purchase required texts and supplies.	_____	_____
8. Make arrangements for transportation *(if needed)*.	_____	_____
9. Make arrangements for attendant care *(if needed)*.	_____	_____
10. Recontact the Disabled Student Services office to arrange for needed services. Ask a staff member what else you need to do.	_____	_____

L.H. Bates Vocational-Technical Institute

Overview

L.H. Bates Voc-Tech Institute is a public vocational school offering certificates of merit or diplomas. The institute is located in downtown Tacoma, covering two square blocks. The buildings are three stories high with elevators, and the overall accessibility is good. Bates has two auxiliary campuses - one in Fife and one on South 112th. These additional annexes are flat, accessible and in an industrial complex setting.

Contact Person

Edwin Roalkvam
Occupational Research Supervisor
L.H. Bates Voc-Tech Institute
1101 S. Yakima Ave.
Tacoma, WA 98405

Highlights

The disabled student services coordinator is available 10 percent of the time, twelve months per year. No documentation of disability is required to receive services. The disabled student services coordinator reports that the disabled student population varies, and services will be provided as needed. Reserved disabled parking is available, and the campuses are served by accessible public transit.

Telephone

Local ..... (206) 597-7227
SCAN 349-7227

Enrollment

Total 3,659
Disabled Students 210

Bellingham Vocational-Technical Institute

Overview

Bellingham Voc-Tech Institute is a public vocational school offering vocational certification in a limited variety of technical studies. The 22-acre campus is basically flat with one-story buildings; all are accessible. The school offers three off-campus programs - motorcycle mechanics, commercial fishing and marine occupations (inaccessible). Some of the restrooms in the older building are not 100-percent accessible.

Contact Person

Pauline R. Anderson
Assistant Director,
Support Services Supervisor
Bellingham Voc-Tech Institute
3028 Lindbergh Ave.
Bellingham, WA 98225

Highlights

Bellingham's disabled student services coordinator is available 5 percent of the time throughout the year. No documentation of disability is required to receive services. The largest disability population at Bellingham is identified as learning disabled. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 676-6490
SCAN 522-6490

Enrollment

Total 1,800
Disabled Students 67

Clover Park Vocational-Technical Institute

Overview

Clover Park Voc-Tech Institute is a public vocational trade school offering certifications and licensing in limited vocational fields. Twenty-seven of the thirty buildings that comprise the campus are accessible. The main buildings are centralized on 130 acres, surrounded by a flat asphalt surface.

Contact Person

Carmen Croppi
Special Needs Coordinator
Clover Park Voc-Tech Institute
4500 Steilacoom Blvd., SW
Tacoma, WA 98499

Highlights

The disabled student services coordinator's office is closed the month of August, but the disabled student services coordinator is otherwise available 30 percent of the time. the largest disability population is identified as ambulatory/mobility impaired. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 756-5510
SCAN 221-5510

Enrollment

Total 5,000
Disabled Students 312

Lake Washington Vocational-Technical Institute

Overview

Lake Washington Voc-Tech Institute is a public vocational school offering certificates and diplomas in limited trades. The 40-acre campus is flat. Classes are centralized in a two-story building. The school is rated mostly accessible. The entrances are accessible, but have heavy doors. One of the three parking lots is ramped.

Contact Person

Vic Synder
Counseling & Guidance Ctr. Asst. Supv.
Lake Washington Voc-Tech Institute
11605 132nd Ave., NE
Kirkland, WA 98033

Highlights

Disabled student services are coordinated through the Counseling and Guidance Center. The supervisor is available 20 percent of the time throughout the year. No documentation of disability is required for services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 828-5610

Enrollment

Total 3,500
Disabled Students 314

Renton Vocational-Technical Institute

Overview

Renton Voc-Tech Institute is a public vocational school offering students certificates of completion in most trades. The 40-acre campus is flat and decentralized. Buildings are rated accessible and reserved parking is located nearby.

Contact Person

Jon Pozega
Special Services Administrator
Renton Voc-Tech Institute
3000 NE Fourth St.
Renton, WA 98056

Highlights

The disabled student services coordinator is available 5 percent of the time throughout the year. No documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 235-2465
SCAN 372-2352

Enrollment

Total 24,000
Disabled Students 403

Vocational-Technical Institutes — Service Availability

	L.H. Bates Vocational Technical Institute	Bellingham Vocational Technical Institute	Clover Park Vocational Technical Institute	Lake Washington Vocational Technical Institute	Renton Vocational Technical Institute
Priority Registration	N/A	N/A	■	□	■
Accessibility List Of Buildings	■	■	□	N/A	■
Maps Of Campus In Special Media	■	■	□	□	N/A
Accessible On-Campus Housing	N/A	N/A	N/A	N/A	N/A
Accessible Off-Campus Housing	■	N/A	□	N/A	N/A
Accessible On-Campus Transportation	N/A	N/A	N/A	■	N/A
Accessible Off-Campus Transportation	■	■	□	■	N/A
Disability Parking Permits	■	■	■	■	■
Orientation/Mobility Training	■	N/A	□	□	■
Sighted Guides For Blind Students	■	N/A	□	□	■
Mobility Aides For Mobility Limited Students	■	N/A	□	□	■
Personal Skills Training	■	■	□	■	■
Study Skills Training	■	■	■	■	■
Support Groups Or Clubs	N/A	N/A	□	□	■
Speech And Hearing Services	N/A	■	□	N/A	■
Resource Library/Disability Topics	■	N/A	□	□	■
Textbook Tape Recording	■	■	■	■	■
Large Print Service	N/A	N/A	□	■	■
Notetakers	■	N/A	■	□	■
Sign Language Interpreters	■	■	□	■	■
Typing Assistance	■	■	□	□	■
Tutoring	■	■	■	■	■
Attendant Referral	■	N/A	□	□	■
Attendant Care	■	N/A	□	□	■

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

Community Colleges

Bellevue Community College

Overview

Bellevue Community College is a public college offering an Associate of Arts and Sciences degree. The 96-acre main campus and upper campus, a former elementary school site, are flat and centralized. With the exception of a few doors that are heavy, all building entrances on both campuses are accessible. The college buildings on main campus surround an open courtyard that is ramped and open year-round.

Contact Person

Harold Van Auken
Disabled Student Services Coordinator
3000 Landerholm Circle, SE
Bellevue, WA 98009

Highlights

The disabled student services coordinator is available 50 percent of the time on main campus throughout the academic year. The disabled community on campus has formed a support group. No documentation of disability is required to receive services. Reserved handicap parking is available, and the main campus is served by accessible public transit.

Telephone

Local ..... (206) 641-2498
SCAN 334-2498

Enrollment

Total 9,969
Disabled Students 152

Big Bend Community College

Overview

Big Bend Community College is a public college, offering an Associate of Arts and Sciences degree. The 158-acre campus is basically flat, spread out and sidewalks are ramped. The facility is listed as mostly accessible. There are no electric doors on campus.

Contact Person

Pat S. Palmerton
Special Services & Upward Bound Director
Big Bend Community College
28th and Chanute
Moses Lake, WA 98837

Highlights

The disabled student services director is available less than 5 percent of the time year around. The office is also staffed by volunteers. Documentation of disabilities is required when students are requesting extensive or expensive services. Disabled parking is reserved and strictly enforced.

Telephone

Local ..... (206) 762-5351
SCAN 664-1223

Enrollment

Total 2,495
Disabled Students 13

Centralia Community College

Overview

Centralia Community College is a public college offering an Associates of Arts and Sciences degree. The 20-acre campus is flat and centralized. All buildings are one-story and rated mostly accessible.

Contact Person

Kay Odegaard
Disabled Student Services Coordinator
Centralia Community College
600 West Locust
Centralia, WA 98531

Highlights

The disabled student services coordinator is available 10 percent of the time throughout the academic year. The largest group of disabled students is identified with the characteristic of mental retardation. No documentation of disability is required for services. Reserved disabled parking is available, and the campus is served with accessible public transit.

Telephone

Local ..... (206) 736-9391
SCAN 234-3433

Enrollment

Total 3,219
Disabled Students 130

Clark Community College

Overview

Clark Community College is a public college offering an Associate of Arts and Sciences degree. The campus covers 23 acres of hillside, the grade is accessible to wheelchair users. All buildings have accessible entrances and restrooms.

Contact Person

Duane Henry
Director
Veterans Affairs/Disabled Services
Clark Community College
1800 E. McLoughlin Blvd.
Vancouver, WA 98663

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. The largest disability population is described as injured workers and mobility limited. Disabled parking is reserved and strictly enforced, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 699-0260
SCAN 534-1260

Enrollment

Total 8,000
Disabled Students 300

Columbia Basin Community College

Overview

Columbia Basin Community College is a public college offering an Associate of Arts and Sciences degree. The 30-acre campus is fairly flat with slight inclines, ramps are provided for easier access. All buildings have at least one accessible entrance. The basement of the Administration building is inaccessible; however, classes can be relocated upon request.

Contact Person

Deborah Meadows
Counseling Center Counselor
Columbia Basin Community College
2600 N. 20th Ave.
Pasco, WA 99301

Highlights

The disabled student services are coordinated through the Counseling Center. The disabled student services coordinator is available 10 percent of the time throughout the academic year. Reserved disabled parking is available, and the campus is served with accessible public transit.

Telephone

Local ..... (206) 547-0511
SCAN 563-1011

Enrollment

Total 5,000
Disabled Students 50

Edmonds Community College

Overview

Edmonds Community College is a public college offering an Associate of Arts and Sciences degree. The campus is located on 100 flat acres. The buildings are centralized, and every entrance has electric doors. All buildings are 100-percent accessible.

Contact Person

Marva Y. Brown
Disabled Student Services
Counseling Center Coordinator
20000 - 68th Ave. W.
Lynnwood, WA 98036

Highlights

The disabled student services coordinator is available 90 percent of the time throughout the year. The largest group of students served have diagnosed learning disabilities, followed by a high number of mobility limited and wheelchair-using students. Documentation of hidden disabilities is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 771-1544
SCAN 721-1554

Enrollment

Total 6,000
Disabled Students 128

Everett Community College

Overview

Everett Community College is a public college offering an Associate of Arts and Sciences degree. Everett also offers undergraduate courses coordinated with Central Washington University. The 10-acre campus is basically flat. All entrances are accessible and marked with large tactile lettering.

Highlights

The disabled student services director is available 100 percent of the time throughout the year. The largest disability population on campus is identified by characteristics of deaf/blind. The disability community has formed a support group, entitled *Enablers*. No documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Diane Ohlmann
Disabled Student Services Director
Everett Community College
801 Wetmore Ave.
Everett, WA 98201

Telephone

Local ..... (206) 259-7151
SCAN 474-1273

Enrollment

Total 12,000
Disabled Students 150

Grays Harbor Community College

Overview

Grays Harbor Community College is a public college offering an Associate of Arts and Sciences degree. The college is located on a 123-acre hill. Inclines are ramped, and the land surrounding buildings is basically flat. The buildings are centralized and rated 98-percent accessible.

Highlights

Disabled student services are coordinated through the Dean of Students office. Services are available as needed throughout the academic year. Documentation of temporary disability is required to receive services. The largest disability population at Grays Harbor is identified by characteristics of limited hand dexterity. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

P. Craig Wellington
Dean of Students
Grays Harbor Community College
College Heights
Aberdeen, WA 98520

Telephone

Local ..... (206) 532-9020 Ext: 208
SCAN 433-1208

Enrollment

Total 2,700
Disabled Students 39

Green River Community College

Overview

Green River Community College is a public college offering an Associate of Arts and Sciences degree. The 176-acre campus is heavily wooded and somewhat hilly. All buildings are accessible and decentralized. Sidewalks are ramped.

Highlights

Disabled student services are coordinated through the Admissions office. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Donald Isaacson
Green River Community College
Admission Coordinator
12401 SE 320th St.
Auburn, WA 98002

Telephone

Local ..... (206) 833-9111
SCAN 254-1301

Enrollment

Total 6,000
Disabled Students 100

Highline Community College

Overview

Highline Community College is a public college offering an Associate of Arts and Sciences degree. The 85-acre campus is hilly and spread out. All buildings are 100-percent accessible. Walkways are within grade limits, and ramps are provided for additional compensation.

Highlights

The disabled student services director is available 80 percent of the time throughout the academic year. One half of the disability population is identified by characteristics of mental retardation. Highline has a support group for learning disabled students. In some cases, documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Carolyn Fenner
Disabled Student Services Coordinator
Highline Community College
Midway, WA 98032

Telephone

Local ..... (206) 878-3710
SCAN 374-1011

Enrollment

Total 8,569
Disabled Students 182

Lower Columbia Community College

Overview

Lower Columbia Community College is a public college offering an Associate of Arts and Sciences degree. The 26-acre campus is flat and centralized. All buildings are 100-percent accessible, including two off-campus programs.

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. The largest disability group on campus is identified by characteristics of orthopedic injury. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Carol McNair
Disabled Student Services
Counselor/Coordinator
Lower Columbia Community College
1600 Maple
Longview, WA 98632

Telephone

Local ..... (206) 577-2325
SCAN 239-2325

Enrollment

Total 4,332
Disabled Students 70

North Seattle Community College

Overview

North Seattle Community College is a public college offering an Associate of Arts and Sciences degree. The 65-acre campus is flat. All buildings are 100-percent accessible but decentralized. The mobility impaired student may wish to allow extra time between classes.

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the academic year. The largest disability population on campus is identified by characteristics of blind/low vision. No documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Barbara McFalls
Disabled Student Services Coordinator
North Seattle Community College
9600 College Way N.
Seattle, WA 98103

Telephone

Local ..... (206) 634-4632
SCAN 446-4626

Enrollment

Total 6,637
Disabled Students 50

Olympic College

Overview

Olympic College is a public community college offering an Associate of Arts and Sciences degree. The 19-acre campus is basically flat. The buildings are centralized and accessible, except the weight room and gymnasium.

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. The largest disability population at Olympic is identified to be persons with diagnosed learning disabilities. Over 30 volunteer tutors are available to provide additional services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Anna Hoey
Supportive Services Program Manager
Olympic Community College
16th & Chester Streets
Bremerton, WA 98310

Telephone

Local ..... (206) 478-4607
SCAN 356-4607

Enrollment

Total 6,300
Disabled Students 160

Peninsula Community College

Overview

Peninsula Community College is a public college offering an Associate of Arts and Sciences degree. Buildings are mostly accessible and spread out over the 75-acre campus. The grounds are hilly; however, the slopes are gradual and ramps provide compensation.

Highlights

Disabled student services are coordinated through the Counseling Center. This office is open year-round. The largest identified disabled group is identified by the characteristic of substance abuse. Reserved disabled parking is available. No documentation is necessary for eligibility. The campus is served with accessible transit. The disabled student services coordinator is available 10 percent of the time.

Contact Person

Phillip D. Adams
Multi-Cultural Services Counselor
Peninsula Community College
1502 E. Lauridsen Blvd.
Port Angeles, WA 98362

Telephone

Local ..... (206) 452-9277
SCAN 227-1224

Enrollment

Total 2,362
Disabled Students 15

Pierce Community College

Overview

Pierce Community College is a public college offering an Associate of Arts and Sciences degree. The 140-acre campus is basically flat. All classrooms are in one accessible main building. Some portable classrooms are located on a slope but classes can be rescheduled.

Highlights

The disabled student services coordinator is available 80 percent of the time throughout the year. The college has a disabled student support group called *Barrier Breakers*. No documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Barry Brodniak
Special Programs Coordinator
Pierce Community College
9401 Farwest Drive, SW
Tacoma, WA 98498

Telephone

Local ..... (206) 964-6527
SCAN 346-1527

Enrollment

Total 8,002
Disabled Students 323

Seattle Central Community College

Overview

Seattle Central Community College is a public college offering an Associate of Arts and Sciences degree. Seattle Central covers two city blocks in the Capitol Hill area. All buildings are rated 100-percent accessible.

Highlights

The disabled student services coordinator is available 50 percent of the time throughout the academic year. The largest disabled population on campus is identified by characteristics of deaf/hearing impaired. There is a support group called *Speaking Club* for hearing impaired students. Four levels of American Sign Language are offered. Documentation of disability is required for services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Kathern J. Carlstrom
Students With Disabilities Facilitator
Office of Special Programs
Seattle Central Community College
1801 Broadway
Seattle, WA 98122

Telephone

Local ..... (206) 587-4183
SCAN 432-4183
TDD/TYY 587-4183

Enrollment

Total 8,000
Disabled Students 500

Shoreline Community College

Overview

Shoreline Community College is a public college offering an Associate of Arts and Sciences degree. The 83-acre campus is hilly and inclines have been ramped. All buildings are 100-percent accessible and spread out.

Highlights

Admissions, registration, counseling and general concerns regarding services for disabled students are provided through the Counseling Center. The disabled student services counselor is available 27 percent of the time throughout the academic year. Direct services such as tutoring, arranging auxiliary aids for classes, etc., are arranged through the 504 Compliance Officer. Shoreline Community College has a special program for residents of the United Cerebral Palsy Residential Center funded through King County Developmental Disabilities Division. The coordinator of this program is available 43 percent of the time as program coordinator. The educational specialist for the Cerebral Palsy program is available 100 percent of the time throughout the academic year. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Nancy Field
Disabled Students Counselor/
King County Program Coordinator
Contract for Cerebral Palsy
Shoreline Community College
16101 Greenwood Ave., N.
Seattle, WA 98133

Telephone

Local ..... (206) 546-4596
SCAN 274-1596

Enrollment

Total 7,194
Disabled Students 80

Contact Person

Andrea Rye
504 Compliance Officer
Shoreline Community College
16101 Greenwood Ave., N.
Seattle, WA 98133

Telephone

Local Number ..... (206) 546-4676
Scan Number 274-1676

Skagit Valley Community College

Overview

Skagit Valley Community College is a public college offering an Associate of Arts and Sciences degree. The 81-acre campus is relatively flat with minor inclines. All buildings are accessible and fairly centralized.

Highlights

The disabled student services coordinator is available 25 percent of the time throughout the academic year. The largest disability population on campus is identified with characteristics of diagnosed learning disability. Sign language classes are offered. Documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is not served by public transit.

Contact Person

Stan Poppe
Student Services Counselor
Skagit Valley Community College
2405 College Way
Mount Vernon, WA 98273

Telephone

Local ..... (206) 428-1124
SCAN 542-1124

Enrollment

Total 4,700
Disabled Students 400

South Puget Sound Community College

Overview

South Puget Sound Community College is a public college offering an Associate of Arts and Sciences degree. The 55-acre campus is hilly. Sidewalks are covered between portable buildings. Steep inclines are deceptive and no ramps are provided to ease gradient. All buildings are accessible and decentralized.

Highlights

The disabled student services coordinator is available 70 percent of the time throughout the academic year. The largest group of disabled students is identified by characteristics of mental retardation. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Laurie Grieve Tremblay
Special Student Needs Program Director
South Puget Sound Community College
2011 Mottman Rd., SW
Olympia, WA 98502

Telephone

Local ..... (206) 754-7711 Ext: 216
SCAN 329-1216

Enrollment

Total 3,538
Disabled Students 125

South Seattle Community College

Overview

South Seattle Community College is a public college offering an Associate of Arts and Sciences degree. The 66-acre campus is on a hilltop overlooking Elliott Bay. The buildings are decentralized. The college has a 10-acre Sensory Garden. The arboretum was specifically designed to be enjoyed by people with sensory impairments and is completely mobility accessible.

Highlights

The disabled student services coordinator is available 10 percent of the time throughout the year. No documentation of disability is required for services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Kathy Vedrick
Administrative Services Manager
South Seattle Community College
6000 16th Ave., SW
Seattle, WA 98106

Telephone

Local ..... (206) 764-5377
SCAN 628-5377

Enrollment

Total 5,000
Disabled Students 52

Spokane Community College

Overview

Spokane Community College is a public college offering an Associate of Arts and Sciences degree. The campus is 88 acres and relatively flat. The buildings are all rated accessible, but are spread out over 30 acres. Snow and ice are prevalent four months a year.

Highlights

Spokane Community College has a Hearing Impaired Facilitator, who works with the growing deaf/hearing impaired community on campus. The disabled student services coordinator is available 70 percent of the time throughout the academic year. Over one half of the disabled group are designated ambulatory but mobility limited. Documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Contact Person

Calvin T. Kary
Counseling Department
Vocational Counselor
Spokane Community College
N. 1810 Green St., MS: 2150
Spokane, WA 99207

Telephone

Local ..... (509) 536-7039
SCAN 271-1211

Enrollment

Total 8,000
Disabled Students 300

Spokane Falls Community College

Overview

Spokane Falls Community College is a public college offering an Associate of Arts and Sciences degree. The 113-acre campus is relatively flat and spread out. All buildings are rated as mostly accessible. The college offers a variety of sign language and interpreting classes. Snow and ice are common in the winter months.

Highlights

The disabled student services coordinator is available to students 40 percent of the time throughout the academic year. There are three TDD's located on campus. The highest identified disabled population has characteristics of systemic or neurological disability. A program of services for deaf and hearing impaired students is available which includes tutors, notetakers, interpreters, telex system and basic reading and writing skills training. Documentation is not necessary to receive services. Reserved disabled parking is available, and the campus is served by accessible transit.

Contact Person

Ben Webinger
Disabled Student Services Director
Spokane Falls Community College
W. 3410 Fort George Wright Dr., MS: 3172
Spokane, WA 99204

Telephone

Local ..... (509) 459-3543
SCAN 784-3543
TDD/TYY 459-3543

Enrollment

Total 3,680
Disabled Students 216

Contact Person

Kathy Schumater
Interpreting Coordinator
Disabled Student Services
W. 3410 Fort George Wright Dr., MS: 3172
Spokane, WA 99204

Telephone

Local ..... (509) 459-3544
Voice/TDD 784-3544

Tacoma Community College

Overview

Tacoma Community College is a public college offering an Associate of Arts and Sciences degree. The campus is 150 acres of hilly land. Routes are ramped for accessibility. The campus is spread out; reserved disabled parking is located below the main campus. Students should allow additional time for distance between parking and buildings.

Contact Person

James A. Carroll
Resources for the Handicapped
Tacoma Community College
5900 S. 12th, Bldg. 22
Tacoma, WA 98465

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. The highest percentage of disabled students are noted as blind/low vision. Walkways are not covered. No documentation of disability is required to receive services. Reserved disabled parking is provided, and the campus is served with accessible transit.

Telephone

Local ..... (206) 756-5075
SCAN 548-5075
TDD/TTY 756-5075

Enrollment

Total 5,277
Disabled Students 25

Walla Walla Community College

Overview

Walla Walla Community College is a public college offering an Associate of Arts and Sciences degree. The campus is approximately 90 acres of flat land. The buildings are decentralized and 100-percent accessible. Sidewalks are not covered, and snow and ice conditions are common in the winter months.

Contact Person

Don Minnich
Dean of Students
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

Highlights

The Dean of Students is available for coordination of disabled student services two percent of the time throughout the year. Documentation of disability is not required to receive services. Reserved disabled parking is available, and the campus is served by accessible transit.

Telephone

Local ..... (509) 527-4302
SCAN 629-4302

Enrollment

Total 3,500
Disabled Students 5

Wenatchee Valley College

Overview

Wenatchee Valley College is a public community college offering an Associate of Arts and Sciences degree. The 44-acre campus is flat and spread out. The buildings are decentralized and mostly accessible.

Contact Person

Dick Peterson
Adult Learning Center Director
Wenatchee Valley College
1300 Fifth St.
Wenatchee, WA 98801

Highlights

Disabled student services are provided through the Office of the Director of the Adult Learning Center. The Director is available approximately 11 percent of the time throughout the academic year. Snow and ice are common in the winter months. The largest population of disabled students have characteristics of mental retardation. Reserved disabled parking is available, and the campus is not served by public transit.

Telephone

Local ..... (509) 622-1651 Ext: 2721
SCAN 565-1414

Enrollment

Total 2,725
Disabled Students 77

Whatcom Community College

Overview

Whatcom Community College is a public college offering an Associate of Arts and Sciences degree and vocational certifications in five selected areas. Whatcom consists of seven instructional sites: five are in and around Bellingham, one is in Lynden and one is in Blaine. The sites are in urban areas and all buildings are accessible. Independent study is encouraged. Most classes are based on one-to-one instruction.

Highlights

The disabled student services coordinator is a part-time position. Appointments can be made one day a week throughout the academic year. Whatcom does not provide a typical college setting, because the buildings are decentralized throughout a county-wide area. Most locations are served by accessible public transit; however, private transportation is preferred for better efficiency. Eligibility for services is determined on an individual basis; some cases may require documentation. Reserved disabled parking is provided.

Contact Person

Don McClary
Handicapped Services Coordinator
Whatcom Community College
5217 NW Road
Bellingham, WA 98226

Telephone

Local ..... (206) 676-2170

Enrollment

Total 2,500
Disabled Students 30

Yakima Valley Community College

Overview

Yakima Valley Community College is a public college offering an Associate of Arts and Sciences degree. The 30-acre campus is basically flat. The buildings are spread out and rated one 100-percent accessible. Campus walkways are not covered, and snow and ice are common in the winter months.

Highlights

The disabled student services coordinator is available 50 percent of the time throughout the year. The largest disability population at Yakima Valley is blind/low vision. No documentation of disability is required to receive services. The campus is divided in half by a busy thoroughfare, and an inaccessible overpass has been provided for pedestrians. Wheelchair users may access the other side of the campus by travelling one-half block to an intersection with curb cuts. Reserved disabled parking is available, and the campus is served with accessible public transit.

Contact Person

Mark Cornett
Handicapped Access/
Affirmative Action Officer
Yakima Valley Community College
16 Nob Hill, P.O. Box 1647
Yakima, WA 98907

Telephone

Local ..... (509) 575-2473
SCAN 558-2473

Enrollment

Total 5,000
Disabled Students 10

Community Colleges	Service Availability				
	Bellevue Community College	Big Bend Community College	Centralia Community College	Clark Community College	Columbia Basin Community College
Priority Registration	■	N/A	■	■	■
Accessibility List Of Buildings	N/A	N/A	■	□	■
Maps Of Campus In Special Media	□	N/A	■	□	□
Accessible On-Campus Housing	N/A	■	N/A	N/A	□
Accessible Off-Campus Housing	N/A	N/A	■	N/A	□
Accessible On-Campus Transportation	N/A	N/A	N/A	N/A	□
Accessible Off-Campus Transportation	□	N/A	■	■	□
Disability Parking Permits	■	■	■	■	■
Orientation/Mobility Training	■	■	■	■	□
Sighted Guides For Blind Students	■	N/A	■	■	□
Mobility Aides For Mobility Limited Students	N/A	■	■	■	□
Personal Skills Training	■	N/A	■	■	■
Study Skills Training	■	■	■	■	■
Support Groups Or Clubs	■	N/A	□	■	□
Speech And Hearing Services	■	■	■	N/A	□
Resource Library/Disability Topics	■	■	■	■	□
Textbook Tape Recording	■	■	■	■	□
Large Print Service	■	N/A	■	N/A	□
Notetakers	■	■	■	■	□
Sign Language Interpreters	■	■	■	■	□
Typing Assistance	■	■	■	■	■
Tutoring	■	■	■	■	■
Attendant Referral	■	■	■	■	□
Attendant Care	■	■	■	N/A	□

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Edmonds Community College	Everett Community College	Pierce Community College	Grays Harbor Community College	Green River Community College
Priority Registration	■	■	■	N/A	□
Accessibility List Of Buildings	■	■	■	■	■
Maps Of Campus In Special Media	□	■	□	■	□
Accessible On-Campus Housing	N/A	N/A	N/A	N/A	□
Accessible Off-Campus Housing	N/A	N/A	■	N/A	□
Accessible On-Campus Transportation	N/A	N/A	N/A	N/A	□
Accessible Off-Campus Transportation	N/A	■	■	N/A	□
Disability Parking Permits	■	■	■	■	■
Orientation/Mobility Training	N/A	■	■	N/A	□
Sighted Guides For Blind Students	N/A	■	■	N/A	□
Mobility Aides For Mobility Limited Students	N/A	■	■	■	□
Personal Skills Training	□	■	■	■	□
Study Skills Training	■	■	■	■	■
Support Groups Or Clubs	□	■	■	N/A	■
Speech And Hearing Services	N/A	N/A	■	■	□
Resource Library/Disability Topics	■	■	■	■	□
Textbook Tape Recording	■	■	■	N/A	□
Large Print Service	■	■	■	■	□
Notetakers	■	■	■	■	□
Sign Language Interpreters	■	■	■	■	□
Typing Assistance	■	■	■	■	□
Tutoring	■	■	■	■	■
Attendant Referral	■	■	■	■	□
Attendant Care	N/A	■	■	■	□

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Highline Community College	Lower Columbia Community College	North Seattle Community College	Olympic College	Peninsula Community College
Priority Registration	■	N/A	■	□	■
Accessibility List Of Buildings	■	■	N/A	□	□
Maps Of Campus In Special Media	□	N/A	□	■	□
Accessible On-Campus Housing	□	N/A	N/A	□	■
Accessible Off-Campus Housing	□	■	□	□	■
Accessible On-Campus Transportation	□	N/A	N/A	□	N/A
Accessible Off-Campus Transportation	□	■	□	■	■
Disability Parking Permits	■	■	■	■	■
Orientation/Mobility Training	■	■	■	■	■
Sighted Guides For Blind Students	■	■	□	■	N/A
Mobility Aides For Mobility Limited Students	■	■	□	□	■
Personal Skills Training	■	□	■	□	■
Study Skills Training	■	■	■	■	■
Support Groups Or Clubs	■	□	□	■	N/A
Speech And Hearing Services	N/A	□	N/A	□	N/A
Resource Library/Disability Topics	■	■	■	■	■
Textbook Tape Recording	■	■	■	□	■
Large Print Service	■	□	■	□	N/A
Notetakers	■	■	■	■	■
Sign Language Interpreters	■	■	■	■	■
Typing Assistance	■	■	□	■	□
Tutoring	■	■	■	■	■
Attendant Referral	■	■	N/A	■	N/A
Attendant Care	N/A	■	N/A	□	N/A

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Seattle Central Community College	Shoreline Community College	Skagit Valley Community College	South Puget Sound Community College	South Seattle Community College
Priority Registration	■	■	■	■	□
Accessibility List Of Buildings	■	■	□	N/A	■
Maps Of Campus In Special Media	■	■	□	□	N/A
Accessible On-Campus Housing	N/A	N/A	N/A	N/A	N/A
Accessible Off-Campus Housing	N/A	N/A	N/A	N/A	N/A
Accessible On-Campus Transportation	N/A	N/A	N/A	N/A	N/A
Accessible Off-Campus Transportation	N/A	■	N/A	■	N/A
Disability Parking Permits	■	■	■	■	■
Orientation/Mobility Training	N/A	■	■	□	N/A
Sighted Guides For Blind Students	N/A	■	■	□	N/A
Mobility Aides For Mobility Limited Students	N/A	■	■	■	N/A
Personal Skills Training	□	■	■	□	■
Study Skills Training	■	■	■	□	■
Support Groups Or Clubs	■	■	N/A	□	N/A
Speech And Hearing Services	■	■	■	N/A	N/A
Resource Library/Disability Topics	□	■	□	□	□
Textbook Tape Recording	■	■	■	□	□
Large Print Service	□	■	■	□	□
Notetakers	■	■	■	■	□
Sign Language Interpreters	■	■	■	■	□
Typing Assistance	□	■	■	□	□
Tutoring	■	■	■	■	■
Attendant Referral	□	□	□	□	□
Attendant Care	□	■	□	N/A	□

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Spokane Community College	Spokane Falls Community College	Tacoma Community College	Walla Walla Community College	Wenatchee Valley Community College
Priority Registration	■	■	□	□	□
Accessibility List Of Buildings	■	N/A	□	□	□
Maps Of Campus In Special Media	□	N/A	■	■	□
Accessible On-Campus Housing	N/A	N/A	□	N/A	□
Accessible Off-Campus Housing	■	□	□	■	□
Accessible On-Campus Transportation	■	N/A	□	N/A	N/A
Accessible Off-Campus Transportation	■	■	□	■	■
Disability Parking Permits	■	■	■	■	■
Orientation/Mobility Training	■	■	■	■	□
Sighted Guides For Blind Students	■	■	■	■	□
Mobility Aides For Mobility Limited Students	■	■	■	■	□
Personal Skills Training	■	■	■	■	□
Study Skills Training	■	■	■	■	■
Support Groups Or Clubs	■	■	■	□	□
Speech And Hearing Services	■	■	■	□	□
Resource Library/Disability Topics	■	■	■	□	□
Textbook Tape Recording	■	■	■	□	□
Large Print Service	■	■	■	□	■
Notetakers	■	■	■	□	□
Sign Language Interpreters	■	■	■	□	□
Typing Assistance	■	■	■	■	■
Tutoring	■	■	■	■	■
Attendant Referral	■	N/A	■	□	■
Attendant Care	■	N/A	■	□	□

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Whatcom Community College	Yakima Community College
Priority Registration	N/A	■
Accessibility List Of Buildings	■	■
Maps Of Campus In Special Media	N/A	N/A
Accessible On-Campus Housing	N/A	■
Accessible Off-Campus Housing	N/A	N/A
Accessible On-Campus Transportation	N/A	N/A
Accessible Off-Campus Transportation	N/A	■
Disability Parking Permits	N/A	■
Orientation/Mobility Training	N/A	■
Sighted Guides For Blind Students	N/A	■
Mobility Aides For Mobility Limited Students	N/A	■
Personal Skills Training	N/A	□
Study Skills Training	■	■
Support Groups Or Clubs	N/A	■
Speech And Hearing Services	N/A	■
Resource Library/Disability Topics	■	■
Textbook Tape Recording	N/A	■
Large Print Service	N/A	■
Notetakers	■	■
Sign Language Interpreters	■	■
Typing Assistance	N/A	■
Tutoring	■	■
Attendant Referral	N/A	■
Attendant Care	N/A	N/A

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

Four-Year Colleges And Universities

Central Washington University

Overview

Central Washington University is a public four-year university which offers both undergraduate and graduate degrees. The 350-acre campus is basically flat. Buildings are grouped closely together and rated mostly accessible. Snow and ice are common in the winter months.

Contact Person

Ann Thompson
Handicapped Student Services Coordinator
Central Washington University
Ellensburg, WA 98926

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. The largest disability population at Central is learning disabled. Central also notes a sharp increase in the number of blind students attending school. Documentation is required for people with hidden disabilities. Reserved disabled parking is available, and the campus is not served with accessible public transit.

Telephone

Local ..... (509) 963-2171
SCAN 453-2171
TDD/TTY 963-2171

Enrollment

Total 7,120
Disabled Students 204

Eastern Washington University

Overview

Eastern Washington University is a public four-year university offering both undergraduate and graduate degrees. The 350-acre campus is basically flat with some slight inclines, except near certain residence halls which have a steeper gradient. Nearly all buildings have at least first level accessibility and most are completely accessible. High-use classrooms are centrally located providing short travel time between classes. Snow and ice are common in the winter months.

Contact Person

Kay Poff
Disabled Student Services Coordinator
Eastern Washington University
207 Showalter Hall, MS: 36
Cheney, WA 99004

Highlights

Documentation for students requesting services from the Disabled Student Services Office is required. The largest disability population at Eastern is mobility impaired. Disabled parking spaces are available throughout the campus enabling students to utilize their own transportation. Disabled parking permits are available at no cost to qualified disabled students. The campus is served by accessible public transit.

Telephone

Local ..... (509) 359-6293
SCAN 353-6293

Enrollment

Total 8,525
Disabled Students 120

The Evergreen State College

Overview

The Evergreen State College is a public four-year college which offers both undergraduate and graduate degrees. The 1,000-acre campus is located in a forest setting overlooking Eld Inlet. Evergreen focuses on individual learning and interests. One-on-one contract study is offered as an alternative to traditional formats. The buildings are somewhat centralized and 100-percent accessibile. The developed grounds are covered with a red brick that is slick when wet.

Contact Person

Margarita Mendoza-de Sugiyama
Affirmative Action Officer
The Evergreen State College
Library, Room 3506
Olympia, WA 98505

Highlights

The disabled student services coordinator is available 30 percent of the time throughout the academic year. The largest disability population at Evergreen is identified as mobility impaired. There is a disabled student support group on campus. A hydraulic lift is available in the Recreation Center for swimming pool accommodation. Documentation is required for some services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 866-6000 Ext: 6364
SCAN ..... 726-6000 Ext: 6368
TDD/TTY 866-6834

Enrollment

Total 2,717
Disabled Students 40

Gonzaga University

Overview

Gonzaga University is a private four-year university which offers undergraduate and graduate degrees. It also offers a professional degree of law. The 75-acre campus is basically flat. Building access is limited. Snow and ice are common in the winter months.

Contact Person

Sue Weitz
Dean of Students
Residential Life
Gonzaga University
East 502 Boone
Spokane, WA 99258

Highlights

Disabled student services are coordinated through the Office of the Dean of Students. The disabled student services coordinator is available 12 percent of the time throughout the year. The largest disability population at Gonzaga is identified by the characteristic of substance abuse. Documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (509) 328-4220

Enrollment

Total 3,393
Disabled Students 14

Heritage College

Overview

Heritage College is a private four-year college which offers both undergraduate and graduate degrees. The 11-acre campus is located in a rural area outside of Toppenish. Classes are located in one main building and four portables, connected by covered walkways. All buildings are rated accessible. Snow and ice are common in the winter months.

Contact Person

Bertha P. Ortega
Admissions/Student Services Director
Route 3, Box 3540
Toppenish, WA 98948

Highlights

Disabled student services are coordinated through the Admissions office. The disabled student services coordinator is available 50 percent of the time throughout the year. Documentation of disability is not required to receive services. There are no reserved disabled parking spaces available, and the campus is not served by any kind of transit system.

Telephone

Local ..... (509) 865-2244

Enrollment

Total 210
Disabled Students 1

Pacific Lutheran University

Overview

Pacific Lutheran University is a private four-year university which offers both undergraduate and graduate degrees. The 133-acre campus is spread out and separated by a steep hill which is inadequately ramped. Automotive escort services are provided to accommodate this barrier for temporarily or permanently mobility impaired people. The buildings are decentralized and accessibility is limited.

Contact Person

Kathleen Mannelly, MPA
Associate Dean for Student Life
Pacific Lutheran University
Tacoma, WA 98447

Highlights

The Associate Dean for Student Life coordinates the disabled student services. This person is available 100 percent of the time throughout the year. The main campus is closed to vehicles and bicycles. Classes can be rescheduled as needed. The wooded campus has an accessible golf course and an accessible indoor pool and fitness center. The largest disability population at Pacific Lutheran is identified as learning disabled. Some documentation of disability is required for services. Reserved disabled parking is available, and the university is served by accessible public transit.

Telephone

Local ..... (206) 535-7191

Enrollment

Total 3,700
Disabled Students 20

Saint Martin's College

Overview

Saint Martin's College is a four-year college which offers both undergraduate and graduate degrees. The 400-acre campus is located on a hillside overlooking Lacey. The Abbey is comprised of decentralized buildings reflecting the original architecture of 1895. The campus is separated by a sharp ridge and no ramps are provided. The buildings are rated as mostly accessible.

Contact Person

Dr. Myron Appilado
Student Affairs Vice President
Saint Martin's College
Lacey, WA 98503

Highlights

Disabled student services are coordinated by the Vice President of Student Affairs Office. The office is staffed throughout the year. Documentation of disability is required to receive services. Reserved disabled parking is provided, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 438-4367

Enrollment

Total 400
Disabled Students 4

Seattle International University

Overview

Seattle International University is a private four-year university which offers both undergraduate and graduate degrees. The college occupies office space in a small industrial park and shares disabled parking, restrooms and elevators with other businesses. Classes meet once a week in the evenings. The school focuses on individual learning objectives.

Contact Person

Carl McGlothen
Dean of Students
Seattle International University
33919 Ninth Ave., S.
Federal Way, WA 98003

Highlights

No students with characteristics of disability have attended the Seattle International University to date; therefore, services have not been established in terms of need. Students with special needs may contact the university. Disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 838-8431

Enrollment

Total 86
Disabled Students 0

Seattle Pacific University

Overview

Seattle Pacific University is a private, four-year university which offers both undergraduate and graduate degrees. The old urban campus was built on 35 acres of hillside on Queen Anne Hill. A few of the steep inclines have been ramped. Not all buildings are wheelchair accessible; however, special arrangements may be made to move classes.

Contact Person

Brian Bosse
Special Populations Coordinator
Office of Student Affairs
Seattle Pacific University
3307 W. Third Ave.
Seattle, WA 98102

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. Seattle Pacific University has two other campus sites: a 135-acre campus called Camp Casey on Whidbey Island and a 965-acre campus on Blakely Island for Environmental Studies. The largest disability population at Seattle Pacific is identified by characteristics of learning disabled. Documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 281-2018

Enrollment

Total 2,935
Disabled Students 20

Seattle University

Overview

Seattle University is a private four-year university which offers undergraduate, graduate and professional degrees. The campus is 41 acres of hillside. The buildings are centralized and rated mostly accessible. Inclines are not ramped and alternate routes must be taken to negotiate steep grades.

Contact Person

Marie Hudgins
Disabled Student Resources Director
Seattle University
Pigott Hall 404
Seattle, WA 98122

Highlights

The disabled student services coordinator is available 40 percent of the time year-round. The largest disability population at Seattle University is identified as blind/low vision. Some documentation of disability is required for services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 626-5310
TDD/TTY 626-5311

Enrollment

Total 4,500
Disabled Students 41

University Of Puget Sound

Overview

The University of Puget Sound is a private four-year university which offers undergraduate and graduate degrees. It also offers a professional degree in law. The law school is rated 100-percent accessible. The main campus is partially accessible. Most entrances are wheelchair accessible, but not all multi-story buildings have elevators. The 72-acre campus is basically flat and spread out.

Contact Person

John M. Hickey
Business Services Director
University of Puget Sound
1500 N. Warner
Tacoma, WA 98416

Highlights

Disabled student services are coordinated by the Director of Business Services. This person is available on an as-needed basis throughout the year. Documentation of disability is required to receive services. The largest disability population at UPS is identified by characteristics of learning disabilities. Classes can be rescheduled as necessary. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 756-3203

Enrollment

Total 3,600
Disabled Students 28

University Of Washington

Overview

The University of Washington is a public four-year university which offers undergraduate, graduate and professional degrees. The University is located on one of Seattle's many hilltops. One side of the campus is bordered by a steep hill that rises from Lake Washington. The campus stretches 15 blocks north to south and 25 blocks east to west and is comprised of over 100 buildings rated mostly accessible. A para-transit service is provided to accommodate those with mobility limitations.

Contact Person

Roxanne Baker, MSW
Disabled Student Services
Program Coordinator
University of Washington
482 Schmitz (PB-07)
Seattle, WA 98195

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the year. The university has a student group called ASUW Disabled Students Commission. Because of the overall size and terrain of the campus, wheelchair users are encouraged to use automated chairs. Documentation of disability is required for some services. Student services are decentralized. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (206) 543-8924
SCAN 323-8924
TDD/TTY 543-8925

Enrollment

Total 34,500
Disabled Students 400

Washington State University

Overview

Washington State University is a public four-year university which offers undergraduate, graduate and professional degrees. The 250-acre campus has several hills. The university buildings are decentralized and mostly accessible. An automotive escort service is provided to students with mobility impairments. Snow and ice are common in the winter months.

Contact Person

Dr. Kathy Jane Garretson
Disabled Student Services
Program Coordinator
461 Holland Library, MS: 5610
Washington State University
Pullman, WA 99163

Highlights

The disabled student services coordinator is available 100 percent of the time throughout the academic year. Documentation of disability is required to receive services. The largest population of disabled students at Washington State is identified by characteristics of learning disabled. Reserved disabled parking is available and the university is served by accessible public transit.

Telephone

Local ..... (509) 335-1565
SCAN 426-1565
TDD/TTY 335-1565

Enrollment

Total 16,403
Disabled Students 125

Western Washington University

Overview

Western Washington University is a public four-year university which offers undergraduate and graduate degrees. The 210-acre campus has some hilly areas; some areas are ramped. Buildings are rated 100-percent accessible and fairly centralized.

Contact Person

Elizabeth Partolan
Support Programs & Services Coordinator
Student Assistance Center
Western Washington University
Old Main 285
Bellingham, WA 98225

Contact Person

Dorothy Crow
Learning Disabilities Coordinator
Western Washington University
Tutorial Center
Old Main 380
Bellingham, WA 98225

Highlights

The disabled student services coordinator is available 33 percent of the time throughout the academic year. Some documentation of disability is required for services. The Disabled Students Organization is a support group which focuses on the needs of the disability population. The two largest disability groups at Western have characteristics of learning disability and mobility impairments. Reserved disabled parking is available, and the campus is served with accessible public transit. The Learning Disabilities Coordinator in the Tutorial Center is available 50 percent of the time throughout the academic year.

Telephone

Local ..... (206) 676-3843
SCAN 532-3843
TDD/TTY 676-3843

Enrollment

Total 9,200
Disabled Students 95

Telephone

Local ..... (206) 676-3855
SCAN 532-3855

Whitman College

Overview

Whitman College is a private four-year college offering a Bachelor of Liberal Arts degree. The 30-acre campus, located in downtown Walla Walla, is basically flat. Buildings are fairly centralized and partially accessible. Some buildings are without elevators. The newer buildings are equipped with elevators, but the entrances are not accessible. Snow and ice are common in the winter months.

Contact Person

Suzanne Martin
Associate Dean of Students
Whitman College
Memorial 202
Walla Walla, WA 99362

Highlights

Disabled student services are coordinated through the Office of the Associate Dean of Students. This person is available five percent of the time throughout the year. No documentation of disability is required for services. The largest disability population at Whitman is identified by characteristics of neurological impairments. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (509) 527-5158

Enrollment

Total 1,200
Disabled Students 117

Whitworth College

Overview

Whitworth College is a private four-year college which offers undergraduate and graduate degrees. The 240-acre campus, located just outside of Spokane, is basically flat. The 25 buildings at Whitworth are rated partly accessible. Wheelchair users will need to find alternative routes between some classes or have classes moved. Entrances to most of the academic buildings are ramped; however, in some cases, there are no elevators to upper floors. Not all residence halls are ramped. Snow and ice are common in the winter months.

Contact Person

Wayne Brown
Student Services Director
Whitworth College
Student Life #38
Spokane, WA 99251

Highlights

Disabled student services are coordinated through the Office of the Director of Student Services. This person is available five percent of the time throughout the academic year. Documentation of disability is required to receive services. Reserved disabled parking is available, and the campus is served by accessible public transit.

Telephone

Local ..... (509) 466-1000 Ext. 534

Enrollment

Total 1,210
Disabled Students 12

	Central Washington University	Eastern Washington University	The Evergreen State College	Gonzaga University	Heritage College
Priority Registration	■	■	■	■	N/A
Accessibility List Of Buildings	■	■	■	■	■
Maps Of Campus In Special Media	■	■	■	■	N/A
Accessible On-Campus Housing	■	■	■	■	N/A
Accessible Off-Campus Housing	■	■	■	N/A	N/A
Accessible On-Campus Transportation	□	N/A	■	N/A	N/A
Accessible Off-Campus Transportation	■	■	■	■	N/A
Disability Parking Permits	■	■	■	■	N/A
Orientation/Mobility Training	■	■	■	□	N/A
Sighted Guides For Blind Students	■	■	■	□	N/A
Mobility Aides For Mobility Limited Students	N/A	■	■	□	N/A
Personal Skills Training	N/A	■	■	□	N/A
Study Skills Training	■	■	■	■	N/A
Support Groups Or Clubs	N/A	■	■	■	■
Speech And Hearing Services	□	■	■	■	N/A
Resource Library/Disability Topics	■	N/A	■	■	□
Textbook Tape Recording	■	■	■	■	□
Large Print Service	■	N/A	■	■	□
Notetakers	■	■	■	■	□
Sign Language Interpreters	■	■	■	■	□
Typing Assistance	■	N/A	■	■	□
Tutoring	■	■	■	■	□
Attendant Referral	N/A	■	■	■	□
Attendant Care	N/A	■	■	■	□

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Pacific Lutheran University	St. Martin's College	Seattle Internat'l University	Seattle Pacific University	Seattle University
Priority Registration	■	N/A	■	■	■
Accessibility List Of Buildings	■	N/A	N/A	□	■
Maps Of Campus In Special Media	□	N/A	N/A	□	■
Accessible On-Campus Housing	■	■	N/A	■	■
Accessible Off-Campus Housing	□	N/A	N/A	N/A	N/A
Accessible On-Campus Transportation	■	N/A	N/A	N/A	N/A
Accessible Off-Campus Transportation	□	N/A	N/A	■	■
Disability Parking Permits	■	■	N/A	■	■
Orientation/Mobility Training	□	■	N/A	■	■
Sighted Guides For Blind Students	■	N/A	N/A	□	■
Mobility Aides For Mobility Limited Students	□	N/A	N/A	□	■
Personal Skills Training	□	N/A	N/A	□	N/A
Study Skills Training	■	N/A	■	■	■
Support Groups Or Clubs	□	N/A	N/A	□	■
Speech And Hearing Services	□	■	N/A	□	■
Resource Library/Disability Topics	□	N/A	N/A	□	■
Textbook Tape Recording	■	N/A	N/A	■	■
Large Print Service	■	N/A	N/A	□	■
Notetakers	■	■	N/A	■	■
Sign Language Interpreters	■	■	N/A	■	■
Typing Assistance	■	N/A	■	□	■
Tutoring	■	■	■	□	■
Attendant Referral	□	N/A	N/A	□	■
Attendant Care	□	N/A	N/A	□	■

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	University Of Puget Sound	University Of Washington	Washington State University	Western Washington University	Whitman College
Priority Registration	■	■	■	■	□
Accessibility List Of Buildings	■	■	■	■	N/A
Maps Of Campus In Special Media	N/A	■	□	■	N/A
Accessible On-Campus Housing	■	■	■	■	■
Accessible Off-Campus Housing	N/A	N/A	N/A	■	N/A
Accessible On-Campus Transportation	N/A	■	■	N/A	N/A
Accessible Off-Campus Transportation	■	■	■	■	N/A
Disability Parking Permits	■	■	■	■	N/A
Orientation/Mobility Training	■	N/A	□	■	N/A
Sighted Guides For Blind Students	N/A	■	□	■	N/A
Mobility Aides For Mobility Limited Students	N/A	N/A	■	■	■
Personal Skills Training	■	■	N/A	■	□
Study Skills Training	■	■	■	■	■
Support Groups Or Clubs	■	■	□	■	□
Speech And Hearing Services	N/A	■	■	■	□
Resource Library/Disability Topics	■	■	■	■	□
Textbook Tape Recording	■	■	■	■	■
Large Print Service	■	■	□	■	N/A
Notetakers	■	■	■	■	N/A
Sign Language Interpreters	N/A	■	■	■	N/A
Typing Assistance	N/A	■	□	N/A	N/A
Tutoring	■	N/A	■	■	■
Attenda t Referral	■	■	■	N/A	N/A
Attendant Care	N/A	N/A	N/A	N/A	N/A

■ = Service Is Provided
□ = Service Is Not Provided
N/A = Service Not Applicable

	Whitworth College
Priority Registration	☐
Accessibility List Of Buildings	☐
Maps Of Campus In Special Media	☐
Accessible On-Campus Housing	☐
Accessible Off-Campus Housing	☐
Accessible On-Campus Transportation	☐
Accessible Off-Campus Transportation	☐
Disability Parking Permits	☐
Orientation/Mobility Training	☐
Sighted Guides For Blind Students	☐
Mobility Aides For Mobility Limited Students	☐
Personal Skills Training	☐
Study Skills Training	■
Support Groups Or Clubs	☐
Speech And Hearing Services	☐
Resource Library/Disability Topics	☐
Textbook Tape Recording	■
Large Print Service	■
Notetakers	☐
Sign Language Interpreters	☐
Typing Assistance	☐
Tutoring	■
Attendant Referral	☐
Attendant Care	☐

■ = Service Is Provided
☐ = Service Is Not Provided
N/A = Service Not Applicable

GLOSSARY

Common Characteristics And Limitations

The following is a guide to the most common characteristics of disability. It is neither technical nor exhaustive, but will provide a basic understanding of characteristics affecting a growing number of students, staff and faculty; as well as pointing out frequent functional limitations of those characteristics.

Characteristics	Description	Frequent Limitations
Alcoholism	Excessive consumption of alcohol, causing motor instability, reduced mental function, and in chronic cases, severe physical symptoms such as cirrhosis of the liver, malnutrition, pancreatitis and neurological disorders.	Temporary or permanent disturbance of mental functioning, need for psychological therapy and complete avoidance of alcohol; in former alcoholics, possible permanent physical limitations to activity.
Allergy	Oversensitivity of body to certain foreign substances *(allergens or antigens)* which cause antibody production and usually either skin conditions or respiratory reactions.	Monitor of activity, often avoidance of certain foods, plants, or fabrics, or avoidance of extremes in temperature; often with medication to prevent contact with allergens and to control reaction.
Amputation	Upper and/or lower limb birth deficiency or surgical removal.	Manual dexterity limitations *(hand/arm amputation)* or ambulation limitation *(foot/leg amputation).*
Arthritis	Inflammation of a joint, usually accompanied by pain, and frequently, by changes in structure, local or widespread.	Need for physical therapy, rest, medication; limited physical movement or ambulation.
Asthma	Labored breathing, sometimes accompanied by pain, caused by a spasm of the bronchial tubes or by swelling of their mucous membrane.	Monitor of activity, avoidance of antigen if caused by an allergic reaction; use of medication, such as sedatives, sometimes necessary; decrease in endurance.
Bone Fractures	Break in bone(s) anywhere in body.	Temporary or permanent limitation in physical activity.
Bursitis	Inflammation of bursa *(lubricating fluid sac in joints of body.)*	Need for rest and medication; temporary or permanent limited physical movement or ambulation.
Cancer	A malignant tumor or growth which tends to spread into surrounding tissues; most common types are lung, colon, rectum and digestive tract cancers in males; and breast, colon, rectum and uterus cancers in females.	Need for extended X-ray or chemotherapy treatments in some cases, requiring prolonged hospital stay; temporary or permanent activity limitation.
Cardiovascular Conditions	Any of a number of heart and circulatory impairments.	Temporary or permanent limited physical activity or ambulation. *See also: High Blood Pressure.*
Cerebral Palsy	Permanent, non-progressive loss of ability to move or control movement, caused by developmental defects in brain or trauma at birth.	Coordination impairments of limb(s), speech, sight and/or mobility limitations.

Characteristics	Description	Frequent Limitations
Cystic Fibrosis	Disease of children and young adults which affects the exocrine glands *(glands which secrete through the skin)*, especially those secreting mucus, resulting in pancreatic insufficiency, chronic pulmonary disease and abnormally high sweat electrolyte levels.	Limitation in physical activity, especially respiratory limitation.
Diabetes	Most common type is diabetes mellitus, characterized by hyperglycemia *(increase of blood sugar)* and glycosuria *(presence of glucose in urine)* and resulting from inadequate production or utilization of insulin. With brittle diabetes, there is an unpredictable variation in glucose tolerance.	Monitor of diet and activity, injection of insulin *(oral drugs sometimes used by middle-aged and older persons)*; difficult regulation of insulin with brittle diabetics.
Drug Addiction	Excessive or continued use of habit-forming drugs, with symptoms according to the drug used.	Generally, appetite and sleep disturbances, possible reduced mental or physical function.
Emphysema	Chronic pulmonary disease causing breathlessness and coughing, which may be present only during exertion.	Temporary or permanent limitation in physical activity or ambulation.
Epilepsy	Recurrent, transient seizures caused by abnormal brain cells that produce excessive electrical activity. *Types:* Grand mal is marked by muscular spasm or convulsion, loss of consciousness for varying amounts of time, sometimes cyanosis; Petit mal seizures consist of momentary unconsciousness; psychomotor seizures have rapid onset of mental confusion or daze, sometimes hallucinations or dream states.	Seizures controlled in 80 percent of all cases by medication; possibility of seizure in dangerous environments *(persons may be in danger from hard or sharp objects)*; possible loss of memory of seizure events and state of confusion after seizure; possible loss of coordination or symptoms of drunkenness before or during seizure; some anti-convulsive drugs have dulling or sedative effect.

Characteristics	Description	Frequent Limitations
Head Injury	A traumatic insult to the brain. Although this injury is not always visible, it may cause physical, intellectual, emotional, social and vocational changes. These changes affect not only the present but future status of the individual. Although no visible damage is noted, the psychological and intellectual consequences of traumatic brain injury *(TBI)* can be devastating to that person and the family. Traumatic brain injury is divided into two categories: closed head injury and open wound head injury. It is important to remember that no two people will have the same set of problems.	Temporary or permanent coma and/or several mental and physical limitations.
Hearing Impairments	Complete or partial loss of ability to hear caused by a variety of injuries or diseases including congenital defects. *Types:* Conduction deafness results from conditions which prevent sound waves from being transmitted to the auditory receptors. Perceptive deafness is caused by injuries involving sensory receptors resulting in loss of ability to perceive or transmit sound messages to the brain.	Loss of hearing ranging from difficulty in hearing to total deafness; communication difficulties *(in understanding language or other auditory messages and/or in production of understandable speech)* are possible.
Hemiplegia	Paralysis of one-half *(lateral)* of the body due to brain or spinal cord injury.	Limited physical activity of ambulation; possible speech difficulties and problems with manual dexterity.
Hemophilia	A blood disease characterized by greatly prolonged coagulation time; blood fails to clot and abnormal bleeding occurs; almost exclusively affects males.	Monitor activity and avoidance of trauma.
High Blood Pressure (Hypertension)	A condition of high blood pressure resulting from a variety of causes; can eventually damage the heart, arteries and body organs, and/or cause stroke, heart failure, kidney failure and heart attack.	Monitor diet and activity; medication necessary to reduce and control blood pressure.
Hypoglycemia	Glucose levels in the blood abnormally low, caused by hyperfunction of pancreas, producing insulin or injection of excessive insulin by diabetic person.	Acute fatigue, restlessness, dizziness; monitor diet and activity.

Characteristics	Description	Frequent Limitations
Learning Disability	Indicates a variety of reading, writing and learning disorders likely to be of genetic, neurological origin. *Types:* Dyslexia *(inability to read);* Dyscalculia *(inability to do arithmetic);* Dysgraphia *(inability to write);* Dysphasia *(impairment of the ability to speak or sometimes to understand language);* Figure-ground perception *(picking out an object from a background of competing objects);* Visual discrimination *(telling the difference in objects;* Spatial perception *(seeing things in the right order);* Auditory discrimination *(differentiating between similar sounds);* Auditory sequencing *(hearing sounds in the correct order);* Auditory figure-ground perception *(hearing one word against a background of noises);* Dysfunction in sense of balance; Apraxia *(dysfunction in motor planning or spatial perceptions);* Disturbed tactile reflex *(difficulty holding a pencil or turning a page, etc.).*	Hyperactivity, distractability, emotional instability, perseveration, visual and/or auditory perception difficulties and/or motor limitations, depending on the type(s) of learning disability. One individual may exhibit two or more symptoms.
Mental Or Emotional Disability	A persistent condition originating from physiological, developmental, traumatic, environmental or intrapsychic factors. The disability causes the individual subjective discomfort within his chosen social role, interferes with the individual's function in society, and society agrees the behavior does not fit the cultural context. Persons with a variety of intellectual capacities can experience mental or emotional disability. *Types:* Disorders of childhood such as eating disorders, organic mental disorders such as drug-induced hallucinations, substance use disorders, schizophrenic disorders, paranoid disorders, affective disorders such as manic depression, anxiety disorders such as post-traumatic stress syndrome, psychosexual disorders such as voyeurism, adjustment disorders, and personality disorders *(such as passive-aggressive, paranoid, dependent, compulsive, antisocial, etc.).*	Possible need for medication or therapy; possible recurrent hospitalization or out-patient treatment, difficulty maintaining a chosen role such as work; social prejudice and ostracism; in some cases, physical complications due to lack of proper self-care.

Characteristics	Description	Frequent Limitations
Mental Retardation	A limitation in an individual's ability to function adequately within society due to a deficit in cognitive abilities. This deficit may be due to genetic predisposition, other physical trauma or environmental deprivation. Retardation caused by physical factors is resistant to remediation, whereas retardation caused by deprived environment is highly responsive to remediation, if established early on. Diagnostic criteria *(IQ of 70 or below)*: 1. significantly below average in general intellectual functioning, 2. concurrent deficits or impairments in adaptive behavior, taking age into consideration, 3. onset before age 18.	*Mild - IQ level 50-70.* Roughly equivalent to educational category *educable;* consists of about 80 percent of all mentally retarded persons. Can develop social and communication skills; minimal sensory-motor impairment; often not distinguishable from non-retarded children until a later age; can learn academic skills up to approximately sixth grade; can achieve social/vocational skills adequate for minimum self-support. *Moderate - IQ level 35-49.* Consists of 12 percent of retarded population; roughly equivalent to *trainable.* Can learn to talk, but has poor awareness of social conventions; may profit from vocational training; can self-care with moderate supervision; unlikely to progress beyond second grade level in academic skills; may perform unskilled/semi-skilled work in sheltered workshops or under close supervision. *Severe - IQ level 20-34.* Seven percent of retarded population. Poor motor development; minimal speech; can be trained in elementary hygiene skills; generally unable to profit from vocational training; may perform simple work tasks under close supervision. *Profound - IQ below 20.* One percent of retarded population. Minimal capacity for sensory/motor functioning; needs highly structured environment and constant aid and supervision; very limited self-care.
Multiple Sclerosis	Chronic, slowly progressive disease of the central nervous system characterized by development of hardened tissue patches where myelin *(covering of nerve fibers)* has disintegrated; symptoms may include blurred or double vision, speech difficulty, weakness or loss of coordination, numbness and bladder dysfunction; course of disease varies, with some persons experiencing remission or partial recovery at times.	Monitor of diet and activity, medications to relieve some symptoms, exercise programs sometimes needed; temporary or permanent limitations to physical activity and ambulation; psychological anxiety and depression at times.

Characteristics	Description	Frequent Limitations
Muscular Dystrophy	A group of diseases that cause gradual wasting of muscle with accompanying weakness and deformity; onset is usually at an early age, occurring more frequently in males than females.	Limited physical activity or ambulation; exercise helpful, respiratory equipment sometimes needed.
Myasthenia Gravis	A disease characterized by great muscular weakness without atrophy of muscles and progressive fatigability caused by a failure of nerve impulses to induce normal muscle contractions; prolonged remissions may occur.	Limited physical activity or ambulation, abnormal fatigability; muscles of face and neck primarily involved, often causing difficulty in talking and drooping eyelids; respiratory difficulties; special diet required.
Osteogenesis Imperfecta	A congenital bone disease causing the bones to fracture easily; formation and development of bone takes place in connective tissues or in cartilage, causing deformity or short stature.	Limited physical activity, due to ease of bone break and joint dislocations; dental difficulties.
Osteomyelitis	Inflammation of bone, especially the marrow, causing pain, rigidity in muscles and inflammation of skin.	Need for medication, including sedatives; temporary or permanent limitation in physical activity.
Paraplegia	Paralysis of lower portion of the body and of both legs, caused by injury to spinal cord, with possible loss of bowel and bladder control.	Limited physical activity or ambulation.
Poliomyelitis	Infectious inflammation of the gray matter of the spinal cord; paralysis may or may not occur. In majority of cases, disease is mild, while in major illness, paralysis or weakness of muscles occurs with loss of reflexes, muscles atrophy and deformities develop. In some cases of bulbar type, respiratory difficulties develop.	Limited physical activity due to paralysis or atrophy of muscles; need for respiratory equipment in some cases.
Quadriplegia	Paralysis affecting all four limbs, caused by injury or disease, with possible loss of bowel and bladder control and restricted respiratory function.	Limited physical activity; limited manual dexterity; need for respiratory equipment in some cases.
Scoliosis	Lateral curvature of the spine, present at birth or caused by disease.	Temporary or permanent limitation in physical activity.

Characteristics	Description	Frequent Limitations
Short Stature	Condition of being less tall than considered within the limits of normal variation; may be hereditary or a result of endocrine dysfunction, deficiency diseases, renal insufficiency, diseases of the skeleton or other causes; some persons develop normally, except for stature; others have normal trunk but shortened extremities.	In some cases, limited physical movement, difficulties with environments fashioned for taller persons *(furniture, stairs, etc.)*.
Sickle-cell Anemia	Chronic form of anemia due to presence of abnormal type of hemoglobin in red blood cells.	Monitor activity and diet, medication sometimes needed.
Spina Bifida	Congenital defect in walls of spinal canal caused by lack of union between vertebrae. Membranes of spinal cord sometimes protrude through the opening. Surgery often done to partially or completely correct condition.	Temporary or permanent limitation in physical activity; if spinal cord is damaged by defect or surgery, there is a possible loss of nerve function.
Spinal Cord Injury	Damage to spinal cord from accident may cause paralysis, loss of feeling and muscle tone, and suppression of reflexes, both visceral and somatic.	Temporary or permanent paralysis of lower and/or upper limbs with motory/sensory loss; limited physical activity. *See also: Paraplegia, Quadriplegia.*
Stroke (Cerebro-vascular Accident)	Temporary or permanent paralysis resulting from interruption of blood supply to brain or from other injury to brain or spinal cord.	Lateral limitations of activity, speech, coordination and/or ambulation. *See also: Hemiplegia.*
Vision Impairments	Complete or partial loss of ability to see, caused by a variety of injuries or diseases including congenital defects. Legal blindness is defined as visual acuity of 20/200 or less in the better eye with correcting lenses, or widest diameter of visual field subtending an angular distance no greater than 20 degrees.	Loss of sight ranging from difficulty in seeing to total blindness; reading ability and ability to be completely mobile without aids may be affected.
	Types: Amblyopia *(dimness of vision from non-use of eyes)*; Aniseikonia *(a difference in the size and shape of an image perceived by each eye)*; Astigmatism *(distortion resulting from imperfect curvature of cornea)*; Cataracts *(an opacity of the lens)*; Color blindness *(inability to distinguish one or more primary colors)*; Diplopia *(double vision)*; Glaucoma *(partial or total blindness resulting from intensive destructive pressure of fluids inside eye)*; Hyperopia *(farsightedness)*; Myopia *(nearsightedness)*; Nyctalopia *(night blindness)*; Retinitis pigmentosa *(a disease that degenerates the retina, resulting in the eye's inability to transmit picture to the brain)*; Transient blindness *(temporary blindness due to temporary interference with maintenance or blood pressure in ophthalmic arteries)*.	

Public Law 94-142
The Education For All Handicapped Children Act Of 1975

The purpose of P.L. 94-142 is: (a) To ensure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs, (b) To ensure that the rights of handicapped children and their parents are protected, (c) To assist states and localities to provide for the education of all handicapped children and (d) To assess and ensure the effectiveness of efforts to educate those children.

Terms	Description
Free appropriate public education	Special education and related services which: (a) Are provided at public expense, under public supervision and direction, and without charge, (b) Meet the standards of the state educational agency, including the requirements of this part (of the Act), (c) Include preschool, elementary school or secondary school education in the state involved, and (d) Are provided in conformity with an individualized education program which meets the requirements under Subpart C.
Handicapped children	Those children evaluated in accordance with (this Act) as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or as having specific learning disabilities, who because of those impairments, need special education and related services. NOTE: Definitions for each of the above terms, such as *deaf* or *specific learning disability (SLD)*, are also given in the regulations. As most are self-explanatory, they will not be repeated here; however, the definition for SLD is given below.
Specific learning disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, mental retardation, or of environmental, cultural or economic disadvantage.
Related services	The term means transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools and parent counseling and training.

Terms	Description
Special education	The term means specifically designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered *special education* rather than a *related service* under state standards. The term also includes vocational education, if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

Section 504 provides that "No otherwise qualified handicapped individual in the United States, ...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Terms	Description
Qualified	With respect to postsecondary and vocational education services, a handicapped person who meets the academic and technical standards requisite to admission or participation in the college's education program or activity.
Handicapped person	Any person who: (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment or (c) is regarded as having such an impairment.
Has a physical or mental impairment	Has (a) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genio-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities. The term *specific learning disabilities* is interpreted for Section 504 as it is used in the Education For All Handicapped Children Act of 1975. Alcoholism and drug abuse, are covered except when current use of alcohol or drugs prevents an individual from meeting the academic and technical standards of the school, or when the individual constitutes a direct threat to property or the safety of others. Only physical and mental handicaps are included. Thus, environmental, cultural and economic disadvantage are not in themselves covered by 504; nor are prison records, age or homosexuality.
Has a record of such an impairment	Has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. Frequently occurring examples of the first group are persons with histories of mental or emotional illness, heart disease or cancer; of the second group, persons who have been misclassified as mentally retarded.
Is regarded as having such an impairment	(a) Has a physical or mental impairment that does not substantially limit major life activities but that is treated by the school as constituting such a limitation, (b) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment, or (c) has none of the impairments defined as *physical or mental impairment* but is treated as having such an impairment.

Major life activities	Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
Be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under...	Section 504 prohibits not only those practices that are overtly discriminatory, but also those that have the effect of discriminating. Equal opportunity, and not merely equal treatment, is essential to the elimination of discrimination. Thus, in some situations, identical treatment is not only insufficient but is itself discriminatory. Identical treatment will not, in some cases, provide handicapped persons with the adjustments or accommodations they require to achieve equal opportunity. On the other hand, separate or different treatment is permitted under Section 504 only where it is necessary to ensure equal opportunity and truly effective benefits and services. In order to be equally effective, an aid, benefit or service need not produce the identical result or level of achievement for handicapped and non-handicapped persons. It must merely afford equal opportunities to achieve equal results, or to gain equivalent benefits and reach the same level of achievement.
Program or activity	The Supreme Court has not yet ruled on the definition of the terms *program or activity* in the context of Section 504, but has interpreted identical language in Title IX of the Education Amendments of 1972. Two cases will provide guidance for courts handling similar matters under Section 504. In Grove City v. Bell, the Court determined that receipt of financial aid grants by some of the students triggers coverage of Title IX, but that such coverage does not extend throughout the institution. The Court refused to define *program or activity* at all in North Haven Board of Education v. Bell, finding that the determination should properly be left to the trial court, which granted summary judgment on grounds unrelated to the issue of *program specificity*. The Eleventh Circuit Court of Appeals required that the specific program or activity which employs a handicapped plaintiff must be a direct recipient of federal funds in Doyle v. University of Alabama, holding that even though the University as a whole received federal financial assistance, the plaintiff lacked standing to sue because the particular program by which she was employed did not directly benefit from federal funding.
Federal financial assistance	Federal financial assistance means any grant, loan, contract (other than a procurement contract or a contract of insurance or guaranty) or any other arrangement by which the Department provides, or otherwise makes available, assistance in the form of (1) Funds; (2) Services of federal personnel; or (3) Real and personal property or any interest in or use of such property.

Terms	Description
Recipients shall operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to and usable by handicapped persons.	The term *when viewed in its entirety* is essential to the concept of program accessibility. All elements of a program or activity need not be accessible in order to meet the Section 504 requirements and offer handicapped persons opportunities for full participation. When an entire program or activity is analyzed, however, equal opportunities for participation must exist for handicapped persons.
Recipients shall administer programs and activities in the most integrated setting appropriate to the needs of qualified handicapped persons.	This means that handicapped persons should not be unduly segregated or subjected to different or separate treatment. As program options are reviewed in order to select a particular course of action to achieve accessibility, the option selected should, whenever possible, be the one that makes a handicapped person's actions or participation less different or separate from (or perhaps the same as) those of non-handicapped persons.

Terms Used In This Guide

Terms	Description
Amplifying Telephone Receivers	Telephone receivers with a volume control built into the hand grip are available for a small additional fee from the telephone company. They allow the hearing impaired person to amplify the incoming conversation.
Barriers	Some common standards that eliminate barriers are: Walks - four feet minimum width. Doors - thirty-two inches minimum clear opening. Toilet Stall - Minimum three feet wide, five feet deep, two feet eight inches outswinging door. Elevator - Controls no higher than forty-eight inches from the floor. Ramps - Should be at least four feet in width and have a gradient no greater than 1:12. Curb Cut - Also called a curb ramp, a depression built into the curb of a sidewalk to permit passage by a wheelchair. The incline should not exceed a gradient of 1:12 and the flat surface width should be no less than three feet wide.
Braille	Braille is a system of embossed characters formed by using combination of six dots consisting of two vertical columns of three dots each and known as the braille cell. Each simple braille character is formed by one or more of these dots and occupies a full cell or space. Braille is made by use of a braillewriter. *(See brailler or slate and stylus.)*
Brailled Books	Braille is used as a primary reading mode by only about 10 percent of the legally blind population. As it has been difficult to produce, and bulky (most Braille books are 11 by 11 1/2 inches), few college level materials have been produced in Braille.
Brailler	The Perkins Brailler is an all-purpose braillewriter enclosed in a baked gray enamel aluminum case. It is operated by six keys, one for each dot in the braille cell. There are spacing, line advancing and back spacing keys. Extension keys are available, allowing the user to emboss in the full braille cell by one stroke of either hand, leaving the other hand free to read the brailled material being copied.
Braille Computer Terminals	A terminal that can be interfaced with existing on-site or remote information processing systems. When connected to computers or data banks, brailled pages of information can be delivered at a rate of up to 100 words per minute. Students can request information on a standard keyboard and obtain a brailled response in a matter of seconds.
Captioned Films	Public Law 85-905 established the Captioned Films Program, providing distribution of captioned films, to bring to deaf persons an understanding and appreciation of films that play a part in the general and cultural advancement of hearing persons. Theatrical, short subject, documentary, training and educational films for adults are available. Certain copyright restrictions apply to showings.
Closed Circuit TV Magnifier (CCTV)	A television camera used to magnify books or other materials to a television monitor. Students commonly refer to these by brand name (i.e., Visualtek, Apollo, etc.).

Terms	Description
Dog Guide	The dog guide (*seeing eye* and *guide dog* are brand names) undergoes extensive specialized training to assist blind persons. It must learn basic obedience, to lead rather than heel, avoid obstacles (including overhead objects), work in stores and elevators, on public transportation, when crossing streets, etc. In the state of Washington dog guides are legally permitted to accompany their owners into all places of public accommodation, including all federal and state buildings, hotels, motels, restaurants, grocery stores, airplanes, trains and buses. To refuse entry to any of these places is a violation of the law, punishable by a fine or imprisonment. There are also dog guides that assist physically disabled persons and deaf or hearing impaired persons. *(See hearing dog and service dog.)*
Electric Powered Wheelchair	Such chairs provide maximum independence for people with extremely limited mobility who cannot use their arms. They are powered by rechargeable batteries. Because a wheelchair does not maintain a constant full battery charge as does an automobile, short battery life is expected. Users must pay close attention to battery maintenance. Electric wheelchairs are generally wider and heavier than a standard wheelchair.
Finger Spelling	When no sign exists for a thought or concept, the word can be spelled out using the American Manual Alphabet. Finger spelling is also used for titles, proper names and convenience.
Head Pointer	A stick or rod attached to a person's head with a head band so that an individual can perform tasks that would ordinarily be performed by hand or finger movement.
Hearing Aid	Consists of a receiver and amplifier of sound. All sounds in the environment are amplified with the same intensity. A hearing aid does not sort, process or discriminate among sounds. Because someone is wearing a hearing aid, it does not mean that the person can hear normally. Aids do not correct hearing; they improve hearing in some people, and may enable someone to hear a voice even though he or she may not be able to understand words.
Hearing Dog	Hearing dogs are also known as signal dogs and sometimes as guide dogs for the deaf. Hearing dogs are trained to hear for deaf persons, leading their masters to the noise. They are trained to respond to such noises as alarm clocks, smoke alarms, door knocks, phones, crying babies, tea kettles, oven timers, security buzzers or sirens. These dogs are protected from discrimination by Washington state law. *(See dog guide and service dog.)*
Interpreter	A professional person that assists a deaf person in communicating with hearing people. The following certifications are awarded by the Registry of Interpreters of the Deaf (RID) National Certification Board - Expressive Translating - Ability to simultaneously translate from spoken to manual English (verbatim). Expressive Interpreting - Ability to use sign language with hearing impaired persons who possess various levels of language competence. Reverse Skills - Ability to render (manually, orally or written) a hearing impaired person's message. Comprehensive Skills - Includes all of the above skills. Legal Specialist Certificate - Includes Comprehensive Skills plus specialized evaluation to qualify for interpreting in a variety of legal settings. A directory, which lists members by states, certified members, chapter officers and suggested reimbursement for professional services is available for a nominal fee.

Terms	Description
Large Print Books	Most ordinary print is six to ten points in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 1/8 to 1/4 of an inch) and sometimes larger. The format of large print books is also proportionately larger (usually 8 1/2 by 11 inches). Limited material is available appropriate for college level use. Large print books can be obtained from the Washington Library for the Blind and Physically Handicapped. The American Foundation for the Blind, Inc., has a list of large print book publishers and the American Printing House for the Blind has a catalog of large type publications. Copy machines which enlarge print are becoming common.
Large Print Typewriters	Various models are available equipped with type faces that are up to 5/8 inches high. Models are usually equipped with a standard keyboard.
Models	Various models of micro-organisms, organs and other bodily parts and plant and animal forms are available through school science supply distributors (and occasionally from drug manufacturers). In addition, miniature reproductions of art and architecture are available.
Mouth Wand	A rod with tooth grip that is held in the mouth and used to perform tasks that would ordinarily be performed by hand. Various attachments may allow the individual to type, draw, paint, etc.
NCR Notetaking Pads (No-Carbon Required)	A special notebook developed by the National Technical Institute for the Deaf for notetaking. This facilitates duplicating class notes to share with a deaf classmate. Available from The Bookstore, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, New York 14623. Carbon paper offers an inexpensive substitute.
Paperless Braille Machines	These devices record and store braille characters on magnetic tape cassettes from a braille keyboard. Playback is through a paperless display panel or reading board. A 60-minute cassette can store up to 400 pages of braille (i.e., Versabraille, Elinfa, etc.).
Phonic Ear	This is an electronic amplification system consisting of three components: a teacher microphone/transmitter, monaural student FM receiver and a combination charger/carrying case. It provides wireless FM broadcast from a speaker to a hard of hearing listener.
Raised Line Drawings	Charts, graphs and diagrams can be reproduced for blind students by using a raised line drawing board. This board consists of a rubber-like clipboard on which pieces of plastic film are placed. Patterns are then traced on the plastic film with a sharp instrument causing the plastic to stretch and raise. Another method for creating raised line drawings is tracing over the lines of the chart or diagram with Elmer's glue. This results in a raised drawing that blind students can use as they would braille.
Reader	A volunteer or employee of the blind or partially sighted student who reads printed material in person or onto audio tape. The reader sometimes performs other tasks for the blind student such as mobility assistance.
Reading Machines	Although relatively new and expensive, these devices convert printed materials found in books, magazines, periodicals, typewritten letters and reports, in different typestyles and sizes of type, into spoken synthetic English speech or into tactical sensation. This process is understandable after a relatively short period of practice (i.e., Optacon, Kurzweil, etc.).

Terms	Description
Recorded Books	Local State Libraries for the Blind and Physically Handicapped, and many community-based volunteer agencies, produce books in recorded form. Contact the Library of Congress for information. Recording for the Blind (RFB), a national non-profit voluntary organization, provides taped educational books free on loan to print-handicapped students and non-students requiring specialized reading material in their professions or vocations. Service is slow at the beginning of the academic year. Students must place their orders early.
Relief Maps	Most geography departments, and some libraries, have three-dimensional maps the blind student can use with a reader to understand land forms, locations and other topographical features. Relief maps are also available in braille.
Service Dog	Service dogs, also known as dog guides are used to help bridge the gap between a disabled person's physical abilities and the architectural and cultural requirements of our society. A service dog provides personal assistance in various ways. The dog can push elevator buttons, turn off and on light switches, hand documents to bank tellers, pull a person in a wheelchair up hills or curbs and other tasks that help overcome architectural barriers. These dogs are protected from discrimination by Washington state law. *(See hearing dog and dog guide.)*
Sighted Guide	A sighted person who leads a blind person. Generally, the blind person takes the arm of the sighted guide and walks about one-half step behind, following the motion of the guide's body. It is customary for the sighted guide to inquire what other environmental cues the blind person might wish to know about. When showing a blind person to a chair, the sighted guide places the blind person's hand on the back or side of the chair.
Sign Language	American Sign Language (ASL or Ameslan) is one form of manual communication commonly used by deaf Americans. Sign language is not universal; deaf persons from different countries speak different sign languages. The gestures or symbols in sign language are organized in a linguistic way. Each individual gesture is called a sign. Each sign has three distinct parts: the handshape, the position of the hands and the movement of the hands. The ways in which the signs of ASL are combined are unique. They are not based on English or any other spoken language. Two sign systems which are based on English are Signed Exact English (SEE Sign) and Signed English or (Siglish). The three systems have elements in common, but American Sign Language is the language used by the majority of deaf persons throughout the U.S.
Slate And Stylus	The traditional method for writing braille by hand. Slates are made of metal or plastic frames or guides. A pointed steel punch with a handle, called a stylus, is used to punch the braille dots.
Speech/ Time Compressors	Devices that allow the listener to select the listening speed of audio taped material without altering the pitch characteristics of the recording. They can markedly shorten the time it takes to review recorded material.
Tape Recorder	Often used by blind or learning disabled persons, a specially adapted cassette tape recorder with two speeds and 4-track capability is available. These recorders have built-in variable speed controls (no pitch restoration) and tone indexing. The ability to record and play at a slower speed than normal and to use 4 tracks, allows up to four times as much recording on an ordinary cassette.

Terms	Description
TDD Or TTY	Known as the Telecommunications Device for the Deaf or Teletypewriter for the Deaf, the TDD/TTY is a device which enables someone who is deaf or speech impaired to use a telephone when communicating with someone else who has a TDD/TTY. While there are several brands, TDD/TTYs have several features in common. They either have a digital readout or a paper tape, can run off direct current or battery power or type in letters or numbers. TDD/TTYs can be used with any telephone, and one needs only a basic typing ability to use them.

INSTITUTIONAL INDEX

Bellevue Community College *p. 12 text, p. 22 chart*
Bellingham Vocational-Technical Institute *p. 9 text, p. 11 chart*
Big Bend Community College *p. 12 text, p. 22 chart*
Centralia Community College *p. 12 text, p. 22 chart*
Central Washington University *p. 28 text, p. 35 chart*
Clark Community College *p. 13 text, p. 22 chart*
Clover Park Vocational-Technical Institute *p. 10 text, p. 11 chart*
Columbia Basin Community College *p. 13 text, p. 22 chart*
Eastern Washington University *p. 28 text, p. 35 chart*
Edmonds Community College *p. 13 text, p. 23 chart*
Everett Community College *p. 14 text, p. 23 chart*
The Evergreen State College *p. 29 text, p. 35 chart*
Gonzaga University *p. 29 text, p. 35 chart*
Grays Harbor Community College *p. 14 text, p. 23 chart*
Green River Community College *p. 14 text, p. 23 chart*
Heritage College *p. 30 text, p. 35 chart*
Highline Community College *p. 15 text, p. 24 chart*
L.H. Bates Vocational-Technical Institute *p. 9 text, p. 11 chart*
Lake Washington Vocational-Technical Institute *p. 10 text, p. 11 chart*
Lower Columbia Community College *p. 15 text, p. 24 chart*
North Seattle Community College *p. 15 text, p. 24 chart*
Olympic College *p. 16 text, p. 24 chart*
Pacific Lutheran University *p. 30 text, p. 36 chart*
Peninsula Community College *p. 16 text, p. 24 chart*
Pierce Community College *p. 16 text, p. 23 chart*
Renton Vocational-Technical Institute *p. 10 text, p. 11 chart*
Saint Martin's College *p. 30 text, p. 36 chart*
Seattle Central Community College *p. 17 text, p. 25 chart*
Seattle International University *p. 31 text, p. 36 chart*
Seattle Pacific University *p. 31 text, p. 36 chart*
Seattle University *p. 31 text, p. 36 chart*
Shoreline Community College *p. 17 text, p. 25 chart*
Skagit Valley Community College *p. 18 text, p. 25 chart*
South Puget Sound Community College *p. 18 text, p. 25 chart*
South Seattle Community College *p. 18 text, p. 25 chart*
Spokane Community College *p. 19 text, p. 26 chart*
Spokane Falls Community College *p. 19 text, p. 26 chart*
Tacoma Community College *p. 20 text, p. 26 chart*
University Of Puget Sound *p. 32 text, p. 37 chart*
University Of Washington *p. 32 text, p. 37 chart*
Walla Walla Community College *p. 20 text, p. 26 chart*
Washington State University *p. 33 text, p. 37 chart*
Wenatchee Valley College *p. 20 text, p. 26 chart*
Western Washington University *p. 33 text, p. 37 chart*
Whatcom Community College *p. 21 text, p. 27 chart*
Whitman College *p. 34 text, p. 37 chart*
Whitworth College *p. 34 text, p. 38 chart*
Yakima Valley Community College *p. 21 text, p. 27 chart*